

CTA *Journal*

JANUARY
1959

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CALIFORNIA TEACHERS ASSOCIATION



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CTA HOME OWNERS may save an estimated \$52 (tenants \$39) on home and/or personal property insurance with our new, CTA-approved package plan. Five policies have been combined into one. You are covered for not only fire and allied perils, but also theft, personal and professional liability, costs of defense, and extra living expenses. And this comprehensive protection may cost typical home owners less than \$5 a year more than fire insurance alone!



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Covers HOME OWNERS AND TENANTS on household and personal property against theft (including from unattended locked automobile), burglary, robbery, larceny—at home and away; also covers damage caused by theft or attempted theft.



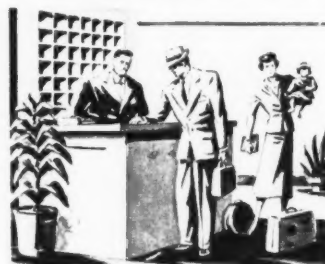
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Covers HOME OWNERS AND TENANTS against accidents on and off premises, including injuries caused by pets, children, sports activities. Also includes professional liability.



★ COSTS OF DEFENSE

Covers HOME OWNERS AND TENANTS for legal fees, court costs, and other expenses of suits arising from personal or professional liability. Pays even if such suits prove to be fraudulent.



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School Name _____	School City _____
Present Mailing Address _____	City _____ County _____
Location of Property To Be Insured (if same as Mailing Address, write "same") _____	School Phone _____
Building Construction: Roof: Shingle <input type="checkbox"/> Comp-osition <input type="checkbox"/> Other (describe) _____	Present Phone _____
Walls: Frame (wood) <input type="checkbox"/> Brick <input type="checkbox"/> Other (describe) _____	Home Phone _____
If all persons permanently residing in your household are non-smokers, please check here <input type="checkbox"/>	Insurance now carried in California Casualty Teachers Plan: None <input type="checkbox"/> Comprehensive <input type="checkbox"/> Auto <input type="checkbox"/> Personal Liability <input type="checkbox"/> Teacher's Professional <input type="checkbox"/>

HOME OWNERS (OR BUYERS) COMPLETE THIS SIDE

▶ **Date Present Dwelling Fire Policy Expires** _____ Value of Building (Am't Ins. Desired) \$ _____

(If no policy, write "None")

Dwelling in city limits? Yes ☐ No ☐ Names of Main Cross Streets _____

If you are in a Special Fire District, please give its name _____

Ownership of Dwelling: Fully Owned ☐ Cal. Vet. ☐ G.I. ☐ FHA ☐ Other ☐

Name of Bank or other Mortgagee _____

TENANTS (RENTERS OR LESSEES) COMPLETE THIS SIDE

▶ **Date Present Personal Property (Contents) Policy Expires** _____ Value of Personal Property (Amount of Insurance Desired) \$ _____

(If no policy, write "None")

I live in (check one): Private Dwelling ☐ Apartment ☐ Other ☐

Number of Living Units In Building: 1 to 4 ☐ (If over 4, show number of units) _____

Does the building contain any Business Premises (stores, shops, etc.)? Yes ☐ No ☐

JANUARY, 1959

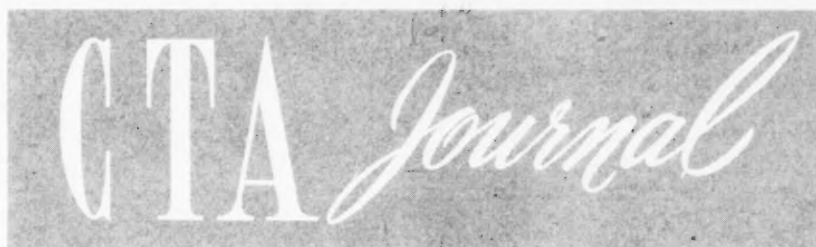
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year of Association publication
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CALIFORNIA TEACHERS ASSOCIATION, 693 SUTTER ST., SAN FRANCISCO 2

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NEW YEAR PROSPECT

The space age with overtones of moral significance is the design subject of Artist Charles B. Hess for our cover this month. Perhaps it is pertinent that we consider the awesome potentialities of rockets and electronic gadgets in the educational responsibilities of the new year.

Mr. Hess has taught in Stockton schools for the past seven years and is now the art teacher at Lincoln high school, Stockton.

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FROM THE FIELD

... statewide professional news

A COMMISSION ON HIGHER EDUCATION will be created by California Teachers Association early this year. CTA board of directors at its meeting December 13 authorized the executive secretary to employ a Commission secretary. Purposes will be: to provide leadership in coordinating programs of higher education in California, to work for financial and public support for higher education, to improve personnel procedures, tenure, salaries, welfare for academic employees in higher education, and to provide leadership in improving collegiate level instruction. Commission will have 14 carefully selected members.

DR. JAMES B. CONANT will discuss his final conclusions on "The Comprehensive High School in America" at a meeting to be held Tuesday evening, January 6, in the Terrace Room of the Fairmont Hotel in San Francisco. A selected list of educators will attend by invitation only. Similar appearances are scheduled for Los Angeles January 5 and Sacramento January 7.

CHARTERS granted by CTA last month included No. 602, San Clemente Teachers Association, Orange county; No. 603, Benicia Teachers Association, Solano county; and No. 604, Yuba County Rural Teachers Association. The board of directors has postponed action on a standing rule which would prohibit multiple charters in a single district.

APPOINTMENTS to CTA committee chairmanships, effective for 1959, include Jack Robinson, legislative; Robert Dais, professional rights and responsibilities; Harold Teter, salary; Ronald Lambert, youth activities and welfare. The tenure committee chairman will be appointed this month. Reappointments include Paul Ehret, financing public education; Esme Jesson, international relations; Mary Zuber, moral and spiritual values; Russel Hadwiger, teacher education.

CHARLES HERBST of Beverly Hills, former CTA-SS president and member of the CTA board, has been appointed chairman of a committee to handle arrangements for the NEA convention to be held in Los Angeles in the summer of 1960. Other members include Lionel DeSilva, Myrtle Flowers, Rebecca McLain, Dr. Jesse Moses, Mrs. Carol Grimm, Larry Horn, John Donaldson, Dorothy Lippold, Ellis Jarvis, John Palmer, Hazel Blanchard, Jennie Sessions; Arthur Corey, ex-officio, Chester Gilpin, staff liaison.

CONSULTING GROUPS—an estimated 200 small informal groups—will be meeting this month for the first time to discuss teacher education. Part of the recommended discussion outline covers the issue of credential revision,

which will also be subject of open hearings by state department of education at several cities. A planning subcommittee of CTA's Teacher Education committee is preparing to assist groups with information (see page 10).

MRS. MILDRED L. HALE, member of the San Diego city board of education for a quarter of a century, resigned in December due to health. Mrs. Hale was first elected to the board in 1929 and, except for a four-year absence, served continuously since. She was honored by hundreds of staff members, civic leaders, and fellow board members.

EUGENE PORTUGAL, dean of the community service program at Santa Rosa junior college, was elected president of the Northern Junior College Association. He has been an active leader in aviation education.

HELEN HEFFERNAN scholarship, offered by the California Association for Supervision and Curriculum Development, will provide a gift of \$1000 and a loan without interest to an applicant who will devote a year to graduate study and who will seek employment in supervision. Applications until February 15 may go to Grace Martin, San Luis Obispo county schools, 2156 Sierra Way, San Luis Obispo.

BERNHARD KENDLER, of Ann Arbor, Michigan, has been employed as research assistant in CTA's Research department. He will be the fourth professional researcher on the state staff.

A FLOATING SCHOOL will be the unique 1959 study cruise of the South Seas sponsored by CTA-SS and USC. More than half of available rooms on the *S.S. Mariposa* have been reserved for the six-week summer cruise, which will feature graduate-credit courses.

SALUDOS AMIGOS is the title of a twice-weekly television class in conversational Spanish (see page 18) taught by Dr. M. H. Guerra over KQED, San Francisco. Over 25,000 students and 850 teachers in 40 school districts of the Bay area are tuned in regularly.

MEMBERSHIP RENEWAL in CTA is far ahead of the all-time rate set at this time last year. Confidently predicting a six per cent increase in the total figure for 1959, CTA leaders expect to hit the 100,000 mark before summer. For the January issue of *CTA Journal* a pressrun of 128,000 was ordered, partially to provide for overlap of old and new memberships and to set up a stockpile of spring issues for new members whose receipts reach the state office later in the year.

VOICE of the teaching profession in Alaska is *The Alaska Teacher*, purchased in 1958 by the Alaska Education Association. Editor is John M. Poling. Two other state journals now have new editors: *Kentucky School Journal*, where Dr. Gerald Jagers assumes the position formerly held by Dr. N. B. McMillian; and *Michigan Education Journal* where the editorship has been taken over by Arthur H. Rice, Jr., son of the editor of *Nation's Schools*, also a former editor of the Michigan journal.

EDUCATION, U.S.A.

..... national professional news

CANNED LECTURES on film projected into classrooms at Compton junior college by closed-circuit television have raised a storm of professional protest. President Paul Martin's plan is to "replace live professors wherever possible with filmed lectures . . ." Over 900 freshmen are now getting psychology and over 1000 are film-fed algebra and English. One teacher patrols four TV rooms, checks attendance and discipline. Students may bring questions to instructors by appointment, but few do. Objection by teachers is based on inadequacy of lecture method alone, inability to use topical material, insufficient evidence of significant learning without supervision. CTA has asked the University of California to investigate its accreditation on courses taught by filmed lectures. Nationwide publicity (*Time*, Dec. 22) has directed public attention to the "Compton Concept".

28,000 MORE STUDENTS, claims the Kiplinger magazine *Changing Times*, could have been accommodated in U. S. colleges this past fall. A nationwide survey made by the magazine brought out the information that the squeeze is being felt presently by only about 50 colleges—the ones with the most prestige and the biggest names.

JUVENILE DELINQUENCY, long-time subject for popular discussion, is covered in an ASCD booklet entitled *Juvenile Delinquency: Research, Theory and Comment*, prepared by Bernice Milburn Moore. Copies may be obtained from ASCD, 1201 - 16th Ave., N.W., Washington 6, D.C., for \$1 each.

RECENT APPOINTMENTS in the U. S. Office of Education include that of Ralph C. M. Flynt, as an assistant commissioner and Dr. Donald A. Harrington, as specialist in speech and hearing, a newly-created post in USOE. Also new in the education office is the appointment of a National Advisory Committee to conduct intensive research into more effective use of newer educational media such as TV, radio, and tapes. This is the first such committee named under the National Defense Act.

FEBRUARY 8-10 will mark the dedication of the new NEA headquarters building in Washington, with more than a thousand local associations making plans for nationwide observance.

NOMINATIONS FOR president-elect of AASA include J. Chester Swanson, professor of education at UC, Benjamin C. Willis, general superintendent of Chicago schools, and Forrest E. Conner, currently AASA vice-president, and superintendent of schools in St. Paul, Minnesota. Election returns will be known after January 6.

LYLE W. ASHBY, assistant executive secretary for educational services, NEA, has been named deputy execu-

tive secretary. Dr. Ashby, with NEA since 1928, assumes his new post January 1st.

BOMBED-OUT SCHOOL at Clinton, Tennessee, will be rebuilt with the help of funds from a Federal grant, provided under a law which authorizes grants for the construction of school facilities needed because of increased school enrollments resulting from Federal activities. Contribution from California was sent by the Los Angeles Elementary Teachers Club.

MEMBERSHIP REQUIREMENTS in state education associations are becoming tighter. At its annual October meeting, Maryland State Teachers Association became the third state to require a degree, special certificate or better, for membership. In Kansas a bachelor's degree is a minimal requirement for membership, while the Maine Teachers Association stipulates that members who now join must hold a degree granted for a course of study in which at least 18 credits have been earned through professional courses in education.

CLEVELAND BOARD of Education recently received a report setting forth a new concept for settling teachers' pay scales, leading in some cases to a top salary of \$10,-650. Schedules are designed to encourage teachers to continue their professional training programs, providing for higher salary levels over a longer period of time, 21 years. Under the old schedule, ceilings were lower and reached after a shorter period. The report, made after five months of study by the Cleveland Senior Council and the Ernst and Ernst Management Services Division, covers all teaching, administrative and service personnel. A key consideration of the study group was the need for salary structure which would secure career teachers. Emphasis was placed more on the salary to be attained after several years of service than on the starting salary. The study was initiated last May when the school board asked the Cleveland Senior Council to survey the salary situation and make recommendations. The Senior Council is composed of more than 140 retired leaders in business, industry, labor and education.

NEARLY 400 high school and junior college teachers of science will attend summer training programs at U.C., Berkeley, next year through grants from the National Science Foundation. The Foundation is providing funds for institutes at 255 colleges and universities throughout the nation. ESSO EDUCATION FOUNDATION has made grants totalling \$1,423,000 to educational institutions for the academic year 1958-59. A large part of the 350 grants will go to liberal arts colleges, with continued support for technical institutions as in the past. SHELL COMPANIES FOUNDATION states that fellowships will be provided for special study next summer to 100 high school teachers of physics, chemistry and mathematics. Since the program was begun in 1956, twenty teachers from California have attended the seminars.

WORLD AFFAIRS CENTER for the United States is offering its second annual Fellowship for the Study of International Organization, under a 4-year grant from the Rockefeller Foundation. Applications and further information may be obtained from the World Affairs Center, United Nations Plaza at 47th St., New York 17. Deadline for application is February 15.

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New Leaders Face Old Problems

COMPETENT OBSERVERS in Sacramento and Washington agree that the political scene in both the Legislature and the Congress will be vastly changed when these bodies convene shortly after January first. It is assumed that the Democratic swing will mean a sharp change in the attitude toward the support of public education. This assumption could well turn out to be an oversimplification. There are other issues which must be frankly faced if the problem of educational support is to be realistically solved.

National subsidy to public education in amounts commensurate with need should not be achieved at the expense of an unbalanced budget and additional state school support will necessitate increased taxes. In either case the underlying issue will be tax policy.

Past legislatures have favored increased support of education but have been allergic to any increase in state taxes. Similarly, there are indications that in recent congresses the real road block, in spite of the time-worn arguments publicly used against increased school support, has been the deep concern of legislative leaders over fundamental federal fiscal policy.

The legislative sessions about to begin, in spite of new faces and new leaders, will not change the basic issue. The real obstacle will be the painful process of achieving a balanced budget both for the State and the Federal Government.

As early as 1957, legislative leaders were warned that tax levels were such that the state was headed for insolvency. In spite of these

warnings legislators generally felt that new or increased tax levies were inadvisable. This delay has caused a financial crisis even more severe than was generally anticipated. Tax readjustment can no longer be delayed whether school needs are adequately met or continued on present inadequate levels.

The problem in Washington is different but equally perplexing. Massive national school support will be viewed even by our most sanguine members of Congress as inconsistent with an unbalanced peace time budget. Even though many educators might argue that school needs are so urgent that they should be met if necessary by increasing the national debt, most legislators will disagree.

At either the State or national level the problem of school support cannot be permanently solved without a complete reappraisal of all aspects of public expenditure and taxation. This process will be accompanied by the kind of travail which politicians instinctively avoid. Unfortunately the issues become more difficult as time passes. The longer the delay the more difficult the answers will be.

There is no question about the sincere interest of the Democratic Party to assist public education. The real test will be whether the Party is willing to face the inescapable corollary issues which go along with such assistance.

Arthur F. Corey
CTA Executive Secretary



CTA's GOVERNING BODY met in general session for its semi-annual meeting at the Ambassador Hotel, Los Angeles, December 5. After committee meetings in the afternoon and evening, the Council met again, as shown in this photograph, on December 6 to bear reports of committee chairmen and to transact Association business. At inset right is President Mary Rhodes at the lectern. King photo.



STATE COUNCIL OF EDUCATION

Higher Finance Foundation Asked

CTA governing body adopts Teacher Load policy, defers action on revision of credential structure.

Increasing costs of operating the schools caused the State Council of Education at its semi-annual meeting at Los Angeles' Ambassador Hotel December 6 to support a 1959 school apportionment bill which will call for higher foundation programs. The Council voted its endorsement of major principles outlined by the State Department of Education, differing only in the figure set for basic aid—\$135 per unit of average daily attendance compared to SDE's goal of \$130.

A long-studied teacher credential policy statement was presented to the Council by the CTA Committee on Teacher Education with a recom-

mendation that action be deferred until the April meeting. Subjected to prolonged debate in open meeting Friday, the statement drew the fire of opponents representing a group of high school teachers, adult educators, and vocational interests. In the form offered the Council, the statement appears in full on pages 10-13 of the *Journal*.

CTA's Commission on Educational Policy presented its 5000-word statement on *Teacher Load* and the Council accepted it without change to become a major bulwark of Association opinion. On page 9 in this issue appear sub-titles and topic sentences from the document. The full draft will be published in booklet form this month.

EDUCATIONAL POLICY

Teacher Load is the third major policy statement to be completed by the Commission in 1958, *The Gifted and the Public School* and *The School and Its Program* having been published last spring. It is the fifth completed since organization of the Commission in 1955.

Chairman Karl Bengston, in presenting his report, said the Commission has developed a statement on discipline and has begun study of the

problems of state adoption and printing of textbooks. A possible study of universal free education may be undertaken later.

NEA RELATIONS

CTA's Commission on National Education Association Relations nominated Elizabeth Yank, currently member of the NEA Executive Committee and former president of the National Department of Classroom Teachers, to the office of

Council Members With Long Terms Of Service Are Honored by CTA



Veteran Council members receive certificates of appreciation.

Fourteen members of the State Council of Education who had served three terms or more on CTA's governing body were presented certificates of appreciation by President Rhodes at the session of December 5. They were attending their last session after serving as active representatives for periods ranging from nine to 25 years.

Under an amendment to the by-laws adopted last year, the maximum service of a Council member is three three-year terms. Several then serving had already piled up a long and creditable record of attendance and activity.

Longest record was credited to Mrs. Geneva Davis, currently president of the Los Angeles Elementary Teachers Club (the largest local in the state) and former chairman of the CTA Tenure committee. She has held Council membership continuously since 1933—a quarter of a century!

Listed in order of seniority were:

Charles K. Price, 22 years (1936-1958)

Mary Virginia Morris, 21 years (1937-1958)

Clyde E. Quick, 20 years (1934-1941 and 1945-1958)

Donald H. McIntosh, Sr., 14 years (1941-1958)



Geneva Davis served as active leader for twenty-five years

Dr. Vaughn D. Seidel, 12 years (1946-1958)

Dan Tilley, 11 years (1947-1958)

Mrs. Helen M. Bailey, 11 years (1947-1958)

Lillian Laubach, 11 years (1947-1958)

Oliver McCammon, 10 years (1948-1958)

Laura Thram, 9 years (1949-1958)

C. George Hedstrom, 9 years (1949-1958)

Charles T. Kranz, 9 years (1949-1958)

K. E. Whiteneck, 9 years (1949-1958)

Other Council members who had completed one or more terms and

who were serving their last session were cited by the president for their contributions to the development of the Association. Those honored included:

BAY SECTION: Mary O'Farrell, George McFarland, David Smith, Frank Corwin, Connell Korb, Charles Gilmore, William Lafferty, Elizabeth McFeely, Eloise Honett, Paul Targhetta, Kenneth Chrisman, (T. C. McDaniel — 18 years).

NORTHERN SECTION: William J. Burkhard, Louis Carlin, Zelda Latta, Herb Winterstein.

CENTRAL SECTION: Everett Harwell, Grant Jensen, Jack Rowe, Margaret Wasley, Val Weithoff.

NORTH COAST SECTION: Ted Rich.

SOUTHERN SECTION: Mary Goff, John R. Boyes, Carolyn Airy, Myrtle Flowers, Richard Mileham, William Henry, J. Donald Fisher, Paul Jungkeit, Helen Hobbs, Arleigh McConnell, Lawrence Woodward, Norman Hass, Carroll W. DeSelle, Floyd P. Lowe, Tony Musial, Donald H. McIntosh, Jr.



Ex-president Rees is honored

Jack D. Rees, CTA president for 1956 and 1957, was presented with a special certificate of appreciation. He responded with a brief speech.

Names of the outgoing Council members were provided by Section secretaries. It was understood that some errors may appear in the list and the records are being checked.

NEA treasurer. The Council unanimously endorsed the candidacy of the Marysville teacher, whose name will be presented at the national convention in St. Louis next summer.

Mrs. Hazel Blanchard of Fresno, chairman, reported that the CTA board of directors will shortly appoint a planning committee to prepare for the 1960 NEA convention to be held in Los Angeles.

Council adopted a motion submitted by the Commission and approved by the Legislative committee recommending that legislation be supported to effect uniform rulings from the Treasury Department on deduction of educational expenses from income tax.

PERSONNEL STANDARDS

No case studies on ethics have been conducted by the Personnel Standards Commission in recent months, according to Miriam Spreng, acting chairman. Staff satisfaction surveys have been conducted for two districts but no requests have been received for expert panels under the state tenure laws.

The Commission has published a volume of ethics interpretive statements entitled *Quotes* and is preparing a revision of the standard work, *The Teacher's Code*.

INTERNATIONAL RELATIONS

Work of the International Relations committee, as reported by Chairman Esmé M. Jensen, includes revision of one booklet and preparation of two others which will orient teachers traveling abroad or visiting in this state. "International Understanding — The Teacher's Responsibility" will be ready for distribution this month. The committee is studying how the United Nations can be used most effectively in the school curriculum.

MORAL AND SPIRITUAL VALUES

Moral Competence, Bulletin No. 4 of the Moral and Spiritual Values committee, was described by Chairman Mary Zuber as the latest publication of this committee. A continuing demand for the kit of publications on this subject caused the recent third revision and production of an additional 300 units. The committee is now conducting a survey of student opinion on issues relating to moral and spiritual values.

YOUTH ACTIVITIES

An evaluation of the work of the Youth Activities and Welfare committee was reported by Eloise Honett, chairman, with a view to amending its statement of objectives. The committee is now working on a bulletin which will inventory recreation services of communities and has

stimulated interest in local chapters in recreational and youth activity programs. Mrs. Honett, terminating her Council membership, has resigned her chairmanship and Robert Phelps, CTA Field Service, has been named new consultant.

SALARY SCHEDULES

Charles Herbst, chairman of the Salary Schedules and Trends committee, recommended a policy issue to the Council and it was tabled. Under new business later in the session, a reworded version of the same issue was submitted and approved by Council vote. It read:

"Whenever the school year is extended beyond the number of days for which state aid is paid, the added service to the district by the teacher shall be compensated for by a proportionate increase in the annual salary."

A second resolution submitted by the committee and approved by Council read in part: "Since current inadequate salaries serve seriously to impair the ability of the colleges and the university to train the hundreds of thousands of new teachers needed to man the schools, it is resolved that the State Council lend its support to state colleges and other institutions of higher education in their programs to obtain professional salaries."

The committee recommended to Council that workshops on merit rating be sponsored by CTA and that a kit of publications on merit rating be prepared for distribution. A bibliography of references in this field will be prepared and selected merit plans will be studied.

RETIREMENT

Amendments in 1958 to the Social Security law make it necessary to revise the proposed addition of survivor benefits to the State Teachers' Retirement System, according to Catherine Hanrahan, chairman of the Retirement committee. The Council approved the revisions, which will be submitted for Legislative action:

1. That the monthly benefit for a widow, age 62 or over, or a dependent widower, age 65 or over, be raised from \$80 to \$90.

2. That the monthly benefit for a widow or dependent widower having the care of a child or children under age 18 be raised from \$160 to \$180 for one child and from \$200 to \$250 for two or more children.

3. That the monthly benefit for children under age 18 be raised from (a) \$80 to \$90 for one child (b) \$160 to \$180 for two children (c) \$200 to \$250 for three or more children.

4. That a child's benefit be continued during a disability that existed prior to and continues after age 18.

(Continued to page 40)

TEACHER LOAD

A MAJOR CONCERN

The quality of public school education is a major concern of the teaching profession and all other citizens today. With average class size in California among the highest in the nation, and with continuing shortages of qualified teachers and adequate facilities, the problem of individual teacher load is crucial in any discussion of public education.

Teacher load is an inclusive term used in the profession to describe the scope of the teacher's day-to-day responsibilities.

This statement on teacher load has been prepared by the Commission on Educational Policy of the California Teachers Association. As an official statement of policy, it has two purposes. First, it will serve as a guide for study and action by the profession. Second, it presents to the public an examination of teacher load and recommendations concerning it. Such a presentation, the Commission believes, can contribute substantially toward understanding a major factor in school effectiveness today.

CLASS SIZE

A ratio of 25 pupils per classroom teacher is recommended for the attainment of modern educational objectives. A narrow range, such as twenty-five to thirty, may be acceptable to allow for some variation in curriculum and method in the typical school district.

PUPIL GROUPING

Teacher load will be less heavy if classes are composed of students of relatively similar characteristics. However, the goals of education in a democratic society require that not all grouping be done exclusively on the basis of intellectual ability.

AUXILIARY SERVICES

Some auxiliary professional services improve the quality of instruction, regardless of class size. However, such services must not be provided at the price of reducing the number of classroom teachers and enlarging class size; similarly if small classes are maintained only by eliminating these services, nothing is gained.

ASSIGNMENT

Teachers should be assigned to school subjects which they are adequately prepared to teach. The number of different subjects for which the teacher must prepare each day should be few enough that he can maintain a high quality of instruction.

SCHEDULE

The teacher's schedule should permit time during the school day for lesson planning and other duties related to instruction.

CLASSROOM INTERRUPTIONS

Classroom interruptions—for any reason—should be held to a minimum.

The Commission on Educational Policy of the California Teachers Association presented its carefully studied statement on Teacher Load to the State Council of Education in Los Angeles December 6. The 5000-word document had resulted from a year of consultation with hundreds of groups and individuals throughout California.

Bulletin No. 5 of the Commission's series of statements will be printed as soon as possible and will be distributed in booklet form to chartered associations and interested members. To conserve space, only subheads and topic sentences are published below.

STUDENT ACTIVITIES

Out-of-class student activities which teachers are asked to supervise should be clearly related to the educational objectives of the school.

SEMI-CUSTODIAL

Such semi-custodial duties as playground, lunchroom, athletic field and hall supervision which fall within the school day should be divided equitably among staff.

CLERICAL DUTIES

The teacher should be relieved as much as possible from routine clerical duties so that he can devote his time and skill to instruction.

RELATION TO COMMUNITY

The professional teacher is actively concerned with community welfare. However, he and his students must not be expected to participate in community affairs to an extent that interferes with their instructional and learning responsibilities.

PROFESSIONAL STATUS

The teacher is a trained professional person. He must be able to participate in educational policy decisions that affect the success of his work, exercise independent judgment, and depend on administrative and board support of decisions he must make.

EQUAL STAFF DUTY

All teachers should be assigned duties as equitably as possible.

SALARY

To the equalized classroom duty load should be applied a uniform salary schedule which recognizes differences in professional preparation and years of experience. A salary schedule should not be used as an instrument to redress indefensible differences in teacher load.

CONCLUSION

The teacher enters his work with a high level of aspiration and with genuine dedication to the children he will serve. He is expected, and himself expects, to find the best possible answer to the educational needs of each individual child. When the load placed upon him is too heavy, the conscientious teacher cannot help but be depressed by the learning opportunities lost to his pupils.

Continuing search for solution to the problems of teacher load is essential to maintaining and improving the quality of education. It is also essential to maintaining and recruiting an adequate supply of teachers for the future.

CREDENTIAL REFORM

Council to Act in April on Proposed License Revision

Three more months of study on proposed teacher credential revision will be available before the State Council of Education takes action in April on the policy statement submitted by the CTA Committee on Teacher Education.

The committee's final draft of a revision policy, with its endorsement, was presented to the Council December 6 with a recommendation that it be studied by the membership of CTA prior to the Council's formal action.

Council consideration of the proposals will follow a long history of CTA committee and commission study of credential reform. Since 1953, when a moratorium on piecemeal credential revision was advocated, the Association not only has conducted its own studies but has been represented on all committees set up to study reform of the entire structure for licensing teachers. CTA's committee and commission worked closely with revision committees established by the California Council on Teacher Education, sharing their research findings.

In 1956 the CTA committee began work on a policy statement for the State Council. Committee records reveal an outline which became the basis for a three-year examination and the final draft now before the profession.

To provide every member of CTA full opportunity to study current proposals, Licensure of Teachers In California, in the form presented to Council, is published below. It will provide resource material for CTA Consulting Groups as well as a specific instrument for representative decision in April.

THE LICENSURE OF TEACHERS IN CALIFORNIA

A California teacher's credential is a legal document which serves as a license to practice in the field of public education in this state. Authority to grant this license is given by the Legislature to the State Board of Education, which is responsible for establishing legal regulations that govern the credentialing system. The California system of credentialing reflects standards required for admission to the teaching profession in this state. The possession of a teaching credential indicates that standards of academic preparation, professional preparation, and personal fitness have been met.

To assist in safeguarding and advancing professional standards, the organized profession must maintain liaison with the legal agency having licensing authority. To care for this needed relationship, the California Teachers Association coordinates the activities of state, section, and local standing committees whose purposes are to study and make recommendations for improvement of the system of licensure. The Association has obligations both to its membership and the public to support effective and

efficient licensure that represents high standards for California teachers.

In the following statement the California Teachers Association describes the fundamentals on which it believes a system of licensure should be built and proposes the general structure for that system.

PROPOSALS FOR A STATEMENT OF POLICY

FUNDAMENTALS OF LICENSURE

Basic and Supplementary Licensure. A licensure system identifies the professional career teacher by a basic license to practice. It must include only the personnel whose preparation has been in accredited programs of teacher education. The profession has an obligation to support and safeguard a supplementary legal licensing system which authorizes school districts to employ other needed personnel whose specialized preparation has been outside the field of professional teacher education.

Advanced Licensure. The basic teaching license and successful experience

in teaching must be a prerequisite for any advanced licensure.

Licensure Requirements and Procedures. The framework for licensure must be based on procedures, requirements, and authorizations recommended by the teaching profession to the legal agency.

Extent of Preparation. The framework for licensure must be based on the concept that all fully-licensed teachers should have both breadth and depth of academic and professional preparation. Such preparation necessitates advanced study beyond the baccalaureate degree.

Differentiation of Preparation. While it is recognized that all members of the profession need a common basic preparation, institutions of higher education must also develop separate programs of preparation designed to meet the needs of a variety of educational specializations.

Verification of Fitness and Preparation. Institutions accredited for teacher education by the National Council for Accreditation of Teacher Education or by the California State Board of Education must assume responsibility for initial verification of personal fitness and professional preparation of candidates for basic and advanced licensure.

Accreditation of Higher Education. A licensure system must be supported by a system of accreditation of higher education institutions insuring maintenance of adequate programs of teacher preparation.¹

Evaluation of the Local School Program. A licensure system must be supported by periodic evaluation of local school programs using processes established by the profession. Standards and procedures of evaluation shall include attention to adequacy of professional staff assignment.

Standards for Staff Assignment. Local teachers associations must maintain professional committees to recommend standards for staff assignment and to evaluate the application of these standards. Occasional special problem cases in assignment should be the concern of the local professional committee which should function in a fact-finding and recommending capacity.

1. Accreditation of Teacher Education, Bulletin Number 6, Commission on Teacher Education. A policy statement adopted by the State Council of Education, December 10, 1955.

Retroactive Requirements. The profession, as it seeks to improve its services, must from time to time advise changes in the licensure system. Care must be taken to assure that these changes avoid inflicting retroactive requirements on current personnel or candidates in process of preparation.

A GENERAL STRUCTURE FOR LICENSURE

The California Teachers Association proposes that the State Board of Education seek legal authorization to establish a professional educational licensure structure consisting of a system of credentials and a system of certificates.

The Credential System

It is proposed that a system be established to include the following three credentials:

- Teaching Credential
- Pupil Personnel Credential
- Administration-Supervision Credential

The Teaching Credential will be the basic license. Because the administration-supervision and pupil personnel functions are based on the teaching function, these can be properly performed only by those who have had successful experience as teachers.

In addition to the three credentials, the system will include a Teaching Permit. The Permit, a temporary and limited license, must be converted into the Teaching Credential within a specified period of time.

The Teaching Credential

Authorization. The Teaching Credential will authorize service as a teacher in the public schools. The face of the document will show:

- the name of the verifying institution;
- the academic majors, minors, and other specializations;
- one or more of the following areas of professional specializations:
 - kindergarten-primary education
 - elementary education
 - junior high school education
 - secondary education
 - junior college education
 - education of exceptional children
 - other professional school service, e. g., school nurse, librarian.

Term. The Teaching Credential will be valid for life unless suspended or revoked for cause.

Preparation. Five years of collegiate preparation will be required. This shall include the baccalaureate degree and a fifth year of courses designated as meeting graduate level requirements. For the junior college specialization the master's degree or equivalent will be required.

Professional preparation requirements will include *foundation* studies appropriate for all teachers and *specialized* studies related to the grade level of preparation and/or areas of special professional service. Such professional preparation may be offered at the upper division and/or graduate levels.

Supervised student teaching will be included in professional preparation. Such personnel as school librarians and nurses may substitute field practice in public schools for the student teaching requirement.

The credential structure will outline the requirements for the credential in broad terms of competences needed rather than specify the details of courses that must be taken by candidates. However, it will be the responsibility of every teacher education institution to state clearly which of its courses relate to each of the competences specified in state credential requirements.

Academic preparation will include basic liberal education, and additional elective studies in academic subject matter fields to provide areas of major and minor study.

Academic preparation will vary in amount among the several areas of professional specialization. Of the total five-year program (approximately 155 semester units) the following academic preparation will be required:

- kindergarten primary (K-3) approximately 125 semester units
- elementary (K-9) approximately 125 semester units
- junior high (7-9) approximately 130 semester units
- secondary (7-14) approximately 135 semester units
- junior college (13-14) approximately 140 semester units
- exceptional children² — approximately 125 semester units

- other professional school service—approximately 125 semester units

Academic preparation requirements for teachers of certain vocational subjects should allow substitution of successful journeyman or equivalent experience for the major and minor.

Application Procedure. An applicant for the Teaching Credential will initiate his own application to the California State Board of Education. The application will be submitted to the State Board of Education in either of two ways:

- (a) through an institution accredited for teacher education by the California State Board of Education or the National Council for Accreditation of Teacher Education; or
- (b) through the Commission of Credentials of the State Department of Education.

Regardless of the procedure used in submission of the application, the applicant shall request the executive head of teacher education, at the institution in which he has completed preparation qualifying him for the credential, to provide the State Board of Education verification of personal and physical fitness and successful completion of legal requirements for the Teaching Credential.

Upon request of the applicant, a California institution accredited to offer a program leading to the Teaching Credential will be required to submit a statement to the State Board of Education concerning the applicant's personal and physical fitness and successful completion of legal requirements.

When the applicant has taken professional preparation in more than one institution it will be the responsibility of the institution in which he is currently or most recently enrolled to obtain necessary verification information from institutions previously attended.

In all instances in which the applicant has served the teaching profession in a regular professional assignment, it will be the responsibility of the applicant to submit a recommendation from the employing school official certifying to personal

2. "Exceptional children" as used in this document means all physically and mentally handicapped minors as defined in Education Code.

and professional fitness, and to satisfactory service.

The applicant will have the right of appeal to the State Board of Education for consideration of his application without institutional verification if the institution responds negatively or fails to respond to the applicant's request within a period of sixty days.

The Teaching Permit

Authorization. The Teaching Permit will authorize limited service as a teacher in the public schools of California. The face of the document will show:

- the name of the verifying institution
- the academic majors, minors, and other subject matter specializations
- one or more of the following areas of professional specializations:
 - kindergarten primary education
 - elementary education
 - junior high school education
 - secondary education
 - junior college education
 - education of exceptional children
 - other professional school service, e. g., school nurse, librarian

Teaching service will be limited to the areas of professional specialization and in secondary schools to the academic subject specializations as shown on the face of the document.

Term. The Teaching Permit will remain valid for a period not to exceed five years and will be subject to renewal requirements each year. Annual renewal requirements will lead to completion of requirements for the Teaching Credential.

Preparation. Four years of collegiate preparation including the bachelor's degree will be required.

Professional preparation requirements will include *foundation* studies appropriate for all teachers and *specialized* studies related to the grade level specialization. Supervised student teaching will be included in professional preparation.

The amount of professional preparation will be approximately three-fourths of that required for the Teaching Credential. When a teacher education institution and a school district jointly sponsor and closely



RUSSEL HADWIGER, social studies teacher at Polytechnic high school in Riverside, presented the credential revision statement to the State Council of Education as chairman of the CTA Teacher Education committee.

supervise a graduate internship preparation program the amount of professional preparation preceding the internship period will be approximately one-third of that required for the Teaching Credential.

Academic preparation will include basic liberal education, areas of major and minor study, and elective studies in academic subject matter fields. The amount of academic preparation will meet requirements for the baccalaureate degree.

Application Procedure. An applicant for the Teaching Permit will follow application procedures similar to those required for the Teaching Credential.

Pupil Personnel Credential

Authorization. The Pupil Personnel Credential will authorize full-time pupil personnel services. The face of the document will show the name of the verifying institution, and one or more of the following areas of specialization:

- school psychometry
- school psychology
- school social work
- counseling

Term. The Pupil Personnel Credential will be valid for life unless suspended or revoked for cause.

Preparation. The Pupil Personnel Credential will be based upon possession of the Teaching Credential or any previously issued general teaching credential. It will require a master's or higher degree, a common core of preparation over the entire area of pupil personnel work, and preparation in one or more areas of specialization listed above. Two years of successful teaching experience will be required.

Application Procedure. An applicant for the Pupil Personnel Credential will follow application procedures similar to those required for the Teaching Credential.

Administration-Supervision Credential.

Authorization. The Administration-Supervision Credential will authorize service as a supervisor or administrator of instructional and/or non-instructional program in the public schools. Authorization will be general leaving specific assignments to employing boards of education.

Term. The Administration-Supervision Credential will be valid for life unless suspended or revoked for cause.

Preparation. The Administration-Supervision Credential will be based upon possession of the Teaching Credential or any previously issued general teaching credential. It will require a master's or higher degree including graduate study designed to prepare a teacher to function as a supervisor and/or administrator. Five years of successful teaching experience will be required.

Application Procedures. An applicant for the Administration-Supervision Credential will follow application procedures similar to those required for the Teaching Credential.

THE CERTIFICATE SYSTEM

It is proposed that the State Board of Education supplement the system of three credentials by issuance of certificates for specialized services of certain personnel whose preparation has been outside the field of professional teacher education.

Authorization. There will be a single certificate issued which will indicate on its face one or more of the following authorizations:

Adult Education. This is designed for part-time teachers not eligible for the Teaching Credential but whose services are needed in adult education programs. For this purpose the certificate will be issued by the State Board of Education on a statement of qualification by the employing school district. This authorization will be valid for three years and renewable upon evidence of successful school service.

Industrial Education. This is designed for teachers not eligible for the Teaching Credential but whose services are needed in vocational education programs. For this purpose the certificate will be based on journeyman status or equivalent and an agreement to complete prescribed education requirements. This authorization will be valid for three years and renewable upon evidence of successful school service.

Technical Business Education. This is designed for teachers not eligible for the Teaching Credential, but whose services are needed in technical business programs. For this purpose the certificate shall be based on five years of specialized training and practical experience beyond the high school and agreement to complete prescribed education requirements. This authorization shall be valid for three years and renewable upon evidence of successful school service.

Junior College Education. This is designed for part-time teachers not eligible for the Teaching Credential, but having a master's or higher degree and/or other special qualifications for teaching certain academic or technical courses in junior college. The certificate will be issued upon a statement of qualification by the employing school district.

This authorization will be valid for three years and non-renewable.

Administration-Supervision of Trade and Industrial Education. Teachers of trade and industrial education not eligible for the Administration-Supervision Credential but specifically qualified to supervise or administer programs of trade and industrial education will be issued an administrative-supervisory certificate upon a statement of qualification by the employing school district. This authorization will be valid for three years and renewable upon evidence of successful school service.

Service by an Allied Profession. All professionally prepared personnel whose services are used in operation of the public schools, but who are not involved in teaching and who are currently licensed by an appropriate State agency, will be granted the certificate based upon a statement of intended use by the employing school district. This authorization will include physicians, dentists, and other health service personnel, public health nurses not eligible for the Teaching Credential, and psychologists not eligible for the Pupil Personnel Credential. This authorization will be valid for three years and renewable upon evidence of successful school service.

Application Procedures. Application for the initial certificate and for renewals will be made to the State Board of Education by the local school district employing authority. The application will specify the authorization requested and provide a statement of qualification and/or other necessary information.

Murray-Metcalf Bill to be Early Entrant In Race

"School Support Act of 1959" is the short title of companion bills which will be introduced this month by Senator James E. Murray (D-Mont.) and Representative Lee Metcalf (D-Mont.) as the first session of the 86th Congress reconsiders plans to provide federal funds for school construction and teachers' salaries.

It was expected several California congressmen would introduce bills similar to the Murray - Metcalf bill which failed to pass both houses at the last session.

A preliminary estimate of allotments to California under the terms of the bill are: 1959-60, \$86,465,700; 1960-61, \$182,036,300; 1961-62, \$284,692,125; 1962-63, \$397,642,400. The formula provides for \$25 per estimated child age 5-17 the first year, increasing to \$50 the second year, \$75 the third year, and \$100 the fourth year. Continued migration of children to the west increased the amounts estimated for California over last year's estimate. Total allotment for the four-year program according to the present formula will be \$11.4 billions.

RECORD DIVIDENDS PAID BY CCIE TO CTA MEMBERS

California Casualty Indemnity Exchange, the official CTA insurance carrier for automobile and package fire insurance, has just informed the *Journal* that the total combined automobile and fire insurance dividends returned by the underwriter to policyholders since the plans began, eight years ago for automobile and three years ago for fire, amount to the staggering total of \$2,211,724.78.

All previous records for new policy writings in the two individual choice insurance plans were also broken during October and November. New automobile insurance policyholders for the period totaled 1070. New writings for homeowner fire insurance package policies reached 344. Most of the inquiries for rate quotation come to the Company on coupons clipped from the fourth cover of *CTA Journal*.



for the Academically Talented

*NEA begins study of
educating the gifted child*

IT IS OBVIOUS that some very significant changes are occurring in our public schools. These changes are directly or indirectly focused upon one aim, the improvement of the *quality* of the educational program from kindergarten through grade twelve. Our schools must not only handle an increasing number of students at each level, they must also offer a higher quality of education. Their responsibility to our culture requires the maximum development of individual potentialities at all levels. This includes particular attention to those students who are of above-average ability—the academically talented.

Interest in special programs for the academically talented is unprecedented. Systematic programs are now getting under way in many areas. A number of states are preparing legislation designed to provide financial assistance for increased testing, counseling, curriculum development, and smaller classes which an extensive program may include.

At the elementary level, early identification and a separation of the bright pupils into groups for part of the school day is a procedure frequently employed. Such fast-growing groups often cover the work of two grades in one year. In addition, their curriculum is enriched by an increasing emphasis on science and a modern language, begun in many schools at about third-grade level.

At the secondary-school level, mathematics, biology, and a modern language are often begun in grade eight; thus the able student can acquire three or four years in each of these areas while in high school. Programs such as this provide the student with an opportunity to participate in the Advanced Placement Program of the College Entrance Examination Board, receiving college credit by examination for work done in high school.

Perhaps the most difficult problem in developing a good program is to provide for the enrichment type of teaching that is appropriate for the bright student. Seminar classes, small in size, with extensive reading assignments or project work are being employed in schools where good programs are under way. There is little place for the traditional, over-structured assign-recite-and-test teaching if the growth needs of the gifted are to be met.

A change of philosophy is perhaps essential. John Dewey analyzed the quality-versus-quantity discussion by saying in *Democracy and Education* (1916): "If democ-



racy has a moral and ideal meaning, it is that . . . opportunity for development of distinctive capacities be afforded all." Educational opportunity for all does not mean identical opportunity for all. *There is nothing so unequal as the equal treatment of unequals.*

Good minds need to have stimulating experiences in order to grow, or growth will be stunted. For those for whom rapid growth is normal, a climate for rapid growth must be provided. As a good mathematics student said recently, "It is amazing how difficult a subject can become if you study it slowly enough."

Consultant Service On Academically Talented Offered

How can specific schools most effectively educate their talented students? What have experiments revealed on various methods? How can the teacher, guidance counselor, and school administrator cooperate? To collect and disseminate information on these and related questions, the National Education Association has established a consultant and clearing house service on education of the academically talented. Dr. Charles E. Bish, author of the article above and former principal of McKinley high school in the Nation's capital, is director of the three-year project. The service is administered by the NEA and its appropriate units through a grant from the Carnegie Corporation. Chief concern of the service is academic subject matter in the secondary schools.



"AHbbb . . ." A pre-school teacher at Gough School for the Deaf helps Dwain and Maureen "feel" sound by placing their finger tips at her throat while speaking. The school helps children to "hear". Photo by Faulkner.

They Learn to "Hear"

Valentine A. Becker

Nearly fifteen million people in the United States are deaf or hard of hearing—three times the number who have cancer, heart disease, tuberculosis and infantile paralysis combined.

In spite of this huge number, it has always been difficult to find deaf and hard of hearing children at an early age.

Unlike most other disabilities, deafness does not show, and as a consequence, it frequently goes undiscovered. If a child does not start talking at the usual age, it is quite possible that a hearing loss exists. An ear specialist should be consulted without delay.

Mr. Becker is principal of Gough School for the Deaf, 1945 Washington Street, San Francisco. The school is in the San Francisco unified school district. A descriptive brochure is available on request for those who wish to know more about the program for the deaf.

In many cases the cause of the impairment can be eliminated completely, making it possible for the child to grow up and learn as a hearing person. If a loss is present, but not too severe, a hearing aid may be fitted and the child can attend school.

Children who are totally deaf or who have a severe loss will profit by training in a special school designed for that purpose.

Special training offered

The Gough School for the Deaf, located near the south entrance to the Golden Gate bridge in San Francisco, has been offering training for deaf children since 1913. In order to provide individual help, each class is limited to eight children. As the group works together at one project, the teacher works individually with a youngster, laying the foundation for speech and lipreading. Patience and skill are necessary to help the deaf child overcome the communication barrier.

All teachers at the Gough School are required to have training in special methods of teaching deaf chil-

dren. Several trained at the San Francisco State College.

Speech and lipreading

Every child has an opportunity to learn speech and lipreading, (sometimes called speechreading). This is a slow and arduous task for both teacher and pupil but necessary if the deaf child is to grow up and be able to make his adjustment in a hearing world. All classrooms are equipped with the latest group hearing aid equipment including double headphones for the children and microphones for the teachers. A number of the boys and girls have their own individual hearing aids. It is a policy of the school that all children have access to some type of amplification, either group equipment or individual aids. Experience has shown that deaf children learn speech quicker and more thoroughly if they are encouraged to wear hearing aids at the earliest possible age.

How do these little tots learn to talk? How long does it take? The visitor at the Gough School would see some strange things indeed. Before any attempt is made to teach a child how to say a word, he must first learn that he has a voice. His "speech" begins with the simplest of babbling sounds—like those of a baby. Slowly he learns to put the sounds together to make words, then sentences. Three, four and even five years of intensive training, practice and drill are required before he can exchange the simplest of thoughts with others. Even then, his speech will have a mechanical sound and will be lacking the variations of rhythm, pitch and tone quality.

Such elements as "wh" and "p" are introduced by use of a lighted candle. The teacher holds the candle near her lips and the child watches the flicker of the flame as the sound is made.

Through the sense of touch, the deaf child learns to feel the sounds by placing his hand on the teacher's throat and cheek. By imitating the teacher, the child then learns to duplicate the sound.

Lipreading comes a little easier. Basic and frequently needed words are recognized early. "Mother," "father," "hello," and "goodby" are examples. "Candy" and "ice-cream" are quickly mastered, for obvious reasons.

Although deaf children cannot actually hear music, they do enjoy placing their hands on the edge of a piano and feeling the vibrations as the instrument is played. Every deaf child at the Gough School takes part in the rhythm band; each one plays some type of percussion instrument. Next to the piano, they like the bass drum best and the drummer obliges with vigorous wallops on the downbeat.

Unusual PTA

One of the purposes of the Gough School parent-teacher group is "to bring into closer relation the home and the school." This is done by inviting the parent to visit the classroom frequently. As the teacher works with the children the parent learns some of the special techniques so that she in turn can work with the child at home. The classroom visits are followed by parent-teacher conferences.

Parents join with teachers in helping to plan the various group activities such as Scout work, the Christmas, Halloween, and Valentine programs and birthday parties.

High School and College

After completing work on the elementary level, Gough School children are enrolled in special contact classes in the high schools of San Francisco, where they attend regular classes with hearing children for

some of their subjects. The "contact" teacher arranges for each pupil to participate with classes for hearing children and gives them such special help as may be indicated.

Upon graduation from high school, some of the deaf graduates enroll in colleges and universities. At a recent parent-teacher meeting of the Gough School, Pat Thompson and his parents told about Pat's experiences as a deaf student at U.C. where he is a senior in engineering. Pat attended the Gough School as well as contact classes. He lost all of his hearing at three.

Other deaf graduates of this area have taken work at the state college or have gone east to Gallaudet College for the Deaf, in Washington, D.C.

The deaf in industry

Recently a survey was made of the employment conditions of the deaf in the Bay area. It was found that they are employed in eighty-three different occupations. A significant number was found in such trades as printing, upholstering, woodworking and aircraft. According to the California Association of the Deaf, many of the San Francisco deaf people have a business of their own. Their failures and successes are about the same as among the hearing.

Policy Statements Are Available Free to California Teachers

The four published statements of CTA's Educational Policy Commission are available to any CTA member who requests them. The Commission especially wishes every member to study and discuss the most recent (and largest) booklet concerning the school curriculum.

The first three statements were published in full in *CTA Journal*. For those having access to bound files, they may be found: No. 1, January 1956, pages 20-21; No. 2, January 1957, pages 16-18; No. 3, January 1958, pages 8-9. All of these, as well as the fourth, have been published in booklet form. There is no charge for CTA members who request single copies.

The fourth and most recent of the published works is *THE SCHOOL AND ITS PROGRAM*, 76 pages,

which was published by the Commission last April. It was presented independently and was not submitted to formal action by the State Council of Education, although the Commission accepted the Council's recommendations for modification. This statement was drawn primarily to inform the public about the major features of the public school curriculum today. Because of its length, it was not printed in *CTA Journal*.

Names and dates of the four statements are: No. 1, "WE HOLD THESE TRUTHS . . .", 16 pp, 1956; No. 2, *CONTROVERSIAL ISSUES IN THE PUBLIC SCHOOLS*, 16 pp, 1957; No. 3, *THE GIFTED IN THE PUBLIC SCHOOLS*, 12 pp, 1958; No. 4, *THE SCHOOL AND ITS PROGRAM*, 76 pp, 1958.

Are We Professional?

W. EARL WHITAKER, assistant superintendent of Redwood City school district, continues below the inventory of professional attitudes which he started in the December issue of CTA Journal. Space was available in the introduction to discuss only "A Profession Does Its Job Well" and "Professional People Stick Together." The additional five points appear below. For a basic discussion of this subject, see "The Teacher's Code," a 78-page booklet published by CTA's Commission on Personnel Standards.

PROFESSIONAL PEOPLE RECOGNIZE THEIR PLACES IN THE TOTAL PROGRAM AND THE RESPONSIBILITIES THEY MUST ASSUME.

Each school position carries with it certain responsibilities for which the person involved is held accountable. Each must have as much freedom as possible to make decisions which are concerned with that responsibility.

The teacher should not be handicapped by receiving detailed instructions for every move he makes. When advice is needed it should be given by those responsible for giving it. Assuming responsibility develops initiative. The administrator likewise must be permitted some freedom within district policy. We must recognize that if each is to assume his own responsibility he cannot also be well acquainted with all the responsibility of others.

This does not infer that we have no contribution to make outside our own job. Many have professional acumen which is valuable as we work together but such help should be given through district policy. It is unprofessional for people to assume they must advise or force their ideas upon others when they are not officially held accountable for the results.

PROFESSIONAL PEOPLE KEEP CONFIDENTIAL INFORMATION CONFIDENTIAL.

An irate parent stood in my office complaining that her child's problems had been discussed at a social gathering by her teacher. Whether the specific remark quoted had been said was not as important as was the fact that it was found that some remark had been made. The need for keeping the problems of children in strict confidence is as important to the profes-

sion as it is for a doctor to keep to himself the problems of his patients. Careless remarks harm children and are interpreted by those who hear them as evidence of a careless profession.

PROFESSIONAL PEOPLE ARE PROUD OF THEIR PROFESSION.

To be ashamed of one's profession shows a lack of real love for it. A profession worthy of support is worthy of loyalty by those in it. If we really believe our work is important we will be proud of it. When we say, "I am a teacher" we will do so with a light in our eyes and a heart full of pride. The worthiness of our profession will then be immediately evident.

PROFESSIONAL PEOPLE WORK FOR THE PROFESSION.

I had been asked to collect dues for CTA. As I approached one teacher I was informed that she could not afford to join. My mind reviewed quickly the gains of education which had been made through the efforts of the California Teachers Association. Better salaries, special programs, more adequate facilities, improved retirement plans, and insurance programs all made me realize how much more secure the teacher's position is than it was in another generation. Because teachers support professional organizations all of us could better afford to support them.

Only the short-sighted can fail to appreciate the gains and only the selfish will fail to continue the support in order to return in a small measure a part of that which has already been received. Truly professional people support their profession both by work and through the dues of their organizations.

PROFESSIONAL PEOPLE BELIEVE IN AND PRACTICE DEMOCRACY.

We must be careful that our enthusiasm for the profession does not harm it. George could be said to be a dedicated teacher. He was enthusiastic for the profession and had definite ideas for its improvement. Anyone who did not agree with his opinions, however, was to him unprofessional. Much of George's sincere effort was negated because the sincerity of other people was questioned, thus causing a breach in professional unity. In our enthusiasm it is often difficult to practice democratic procedure. One of the outstanding characteristics of the CTA is its inclusion of all professional workers. What may be right for the profession is best determined through open discussion, gathering the opinions of all concerned. It cannot be assumed that some know what is right and all others need to be converted.

It might be hastily assumed that teachers working diligently for the profession might be selfishly working for their own interests. Such professional effort certainly brings some benefit to the teacher but a sincere effort to improve all areas of the profession cannot help but bring benefit to the children and to our society. The danger lies in making our professional efforts too narrow in their scope. If we are interested in the present only and not the future it may appear we are unconcerned about the profession as a whole. If we work only for salaries it would indicate we have lost sight of other important phases of education. If we are intolerant of others in the profession it would appear we believe internal harmony to be unimportant.

Who benefits by a strong profession? Everyone in education. Are we professional? This must be answered by each of us individually, using the standards we wish to adopt as a yardstick. If these standards are broad, our profession will be strong. We can make little progress unless we are sincerely interested, actively at work, and desirous of becoming more aware of our educational problems. Progress is best accomplished through a sincere desire to do everything personally possible to upgrade our profession through group effort in our professional organizations.

Foreign Language Opens New Horizons

FLES Program at Monterey Starts Spanish Early

Reneé Doré

WHEN AN elementary youngster is confronted with such phrases as "Buenos días", "¿Cómo está usted?", and "¿Cómo se llama usted?" for the first time, his face registers a blank and puzzled look.

It would be interesting to peek into the mind of the child and see what he thinks about these extraneous sounds coming from a strange person who has just stepped into his world only to speak to him in a language he does not understand. As a traveling teacher, this is always the first reaction I encounter.

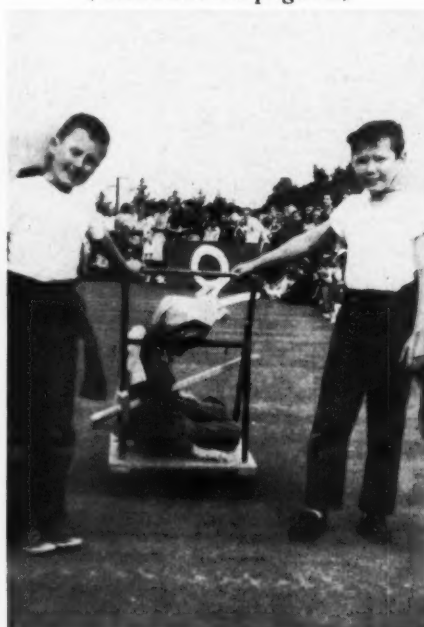
At first these sounds may be as meaningless as puzzle pieces to a child who has yet to learn the relationships. But our youngsters are flexible and ever ready to meet the

challenge of a new adventure. Therefore, the first duty of the language teacher is to make the child feel at ease by relating the unknown to something familiar to his world, namely his surroundings: classroom, classmates, teachers, flag. In Monterey, all elementary foreign language classes begin with the pledge of allegiance to the American flag in Spanish.

On the very first day of a child's experience with a foreign tongue, he should be given an opportunity to speak at least one short phrase in the language as he relates it to an object in the room, to himself or to a classmate. Once he has gained confidence, the puzzled look is replaced by an expression of satisfied accomplishment.

The stage was set in our community by the early Spanish settlers; a fair segment of the population is Spanish or Italian origin. The inhabitants of the area are constantly aware of the cultural heritage which surrounds them.

Monterey Peninsula houses the Army Language School, where 29
(Continued to page 22)



SIXTH GRADERS at Monterey learn about Mexican dances and other special events as they learn Spanish. At left "Los Viejitos" or The Little Old Men of Michoacan is a dance patterned after the rain ritual of the Indians of a southern Mexican state. At right, during a "corrida de toros" (bull fight), the monosabios drag out the "bull" after the kill, the wooden sword safely tucked under his arm. Photos by author.

Tongues Taught At Elementary Level In State

Journal readers tell of success in many California districts

That Spanish and other foreign languages are being taught in elementary grades of California schools was indicated in many letters to *CTA Journal* in response to a query appearing on page 13 of the October issue.

Stimulated by Joseph Raymond's article, "A Child Shall Lead the Way", three teachers described foreign language programs in widely separated parts of the state. Others commended the FLES idea and indicated that increasing emphasis would be placed on language teaching as student and public interest increases.

To illustrate variations of student need and response, letters from Rialto, Monterey, and Oildale will serve readers who may be experimenting with FLES (foreign language in elementary schools).

John H. Milor, superintendent of Rialto school district, describes courses in Spanish for fourth, fifth, and sixth grade summer school classes in his district. Ernest Garcia, Redlands demonstration teacher, was the teacher.

Having noticed that a Mexican segregated junior high school (where the children spoke only Spanish) had taught a social studies unit in English-Spanish, Mr. Milor suggested that the summer session cover study of Baja California in Spanish-English. Results from the five-week session were gratifying; students made substantial gains, not only in the sec-

ond language, but in the core curriculum social studies as well.

The summer experiment had been so successful Mr. Milor continued classes after school through the year. Mr. Garcia also gave instruction to teachers who needed broader use of Spanish. The program is now offered in regular day school for the three grades. After-school classes have also been continued for students especially gifted in languages.

Mrs. Irene Urenn, at Stanford junior high school in Oildale, Kern county, has offered a popular elective in Spanish for the past five years. She emphasizes a conversational approach, using as a textbook, "Vamos a Hablar Español," by Lopez, Demestas, and Brown.

According to Beth Wilson, the elective system (for the final 40 minutes each day) is changed periodically after staff evaluations and this fall, for the first time, Latin and German have been added to the course offerings.

Students in Eileen Tomajan's Latin class increase their English vocabularies by learning derivatives from the "dead" language and they have added to their knowledge of Roman life and customs.

Mrs. Wilson teaches the German class, using the "Language Through Pictures" paper-back book. Nearly all the classroom conversation is conducted in simple German. She teaches the music, poetry, and social background of Germany through records, films, and pictures.

The community has shown interest in the three language courses now offered at the junior high level and plans are under way to add French next year.

Monterey city and county—where California history was born—is, of course, an excellent environment for the teaching of Spanish. The language is still in general use throughout the community and it seemed logical to begin instruction as early as the first classes in English.

Reneé Doré, foreign language instructor under the supervision of Dr. Dayton Benjamin, director of elementary education in Monterey city schools, has described her project so well in a letter that it is partially reproduced in adjoining columns.

The idea of FLES took hold early and grew rapidly throughout the en-

tire county. Miss Gladys Stone, county superintendent, appointed Mrs. Alice Michael in 1953 as consultant in speech and foreign languages in the elementary schools. The program has mushroomed in five years.

The most complete description of the FLES program throughout the state came from Dr. Manuel H. Guerra, instructor at Foothill College, Mountain View, and president of the northern California chapter of Hispania, the American association of teachers of Spanish and Portuguese.

In a speech delivered before the first statewide foreign language conference, held at Fresno last April, Dr. Guerra described the growth of FLES and outlined nine points for future consideration of educators concerned with language development.

The speech, portions of which are quoted below, was titled "New FLES Adventures and the Villain of Articulation." He pointed out that, although there is great vitality and enthusiasm about FLES, there is a lack of continuity and coordination "which impedes our progress and dissipates our energies."

"The Los Angeles public schools pioneered in this enterprise (FLES) and opened the way for many schools to follow. The program is motivated by the sociological needs of the community and Spanish instruction is but a means to an immediate end, namely, to bring about closer understanding between Spanish-speaking and non-Spanish-speaking citizens of Los Angeles.

"The program (in Los Angeles) believes in the vehicular nature of lan-

guage, that the content of language should express the ideas and feelings of general education, rather than the patterns and forms out of context. Spanish is integrated as much as possible with social studies, language arts, music, dance, arithmetic, and art. The teacher is often a non-Spanish major who has enrolled and continues to work in a Spanish workshop and teaches Spanish 10 to 30 minutes a day, incorporating the lesson wherever it will complement other classroom duties.

"Our FLES programs are inspired by a humanity and a zeal which accredits highly the ideals of our profession. It will influence and affect the higher echelons of education, both in educational philosophy and teaching techniques.

"San Diego deserves many compliments for its enthusiastic language program at the 4th, 5th, and 6th grade levels, the Spanish television program, and the attractive and useful guides for Spanish instruction.

"In the Bay area, San Francisco has renewed its FLES adventures and some 12 schools are conducting an experimental program. In Palo Alto, where there are several Spanish classes in the elementary grades, teachers have put together an interesting guide. In Orinda and Berkeley both Spanish and French are offered. At Albany, six teachers are teaching Spanish and French in two schools. The local PTA initiated this program through parental insistence. Prof. Joseph Raymond (*CTA Journal*, October 1958), of San Jose State College, has initiated a lively FLES program in Sunnyvale and has conducted a colorful television program over KQED-TV, San Francisco. During the summer Mt. View schools taught over 70 children conversational Spanish."

Dr. Guerra continued his speech to suggest methods of articulation of foreign language teaching through all levels of education, calling on FLANC (Foreign Language Association of Northern California) and MLASC (Modern Language Association of Southern California) to promote supplemental manuals, news bulletins, teacher preparatory courses, television instruction, institutes, and experimental programs in Russian, Chinese, and Japanese.

—J. W. M.



"If he gives you any trouble, just turn him over your knee."

To Master Oneself . . .

Donald W. Robinson

SOME years ago the medical examiner of New York City asserted that that city alone had in its public schools five thousand teachers who should have been in hospitals or under treatment for nervous or mental disturbances. The statement may well be proportionately as true for other cities throughout the nation.

Teaching, which demands a uniquely strong and wholesome personality, frequently accepts an undue number of weak or emotionally stunted persons and subjects them to excessive stresses and strains. Untrained for another type of work, disciplined to persist in spite of difficulties, the weak teacher, clothed in authority and protected by tenure, struggles manfully on, armoring himself more and more with authoritarianism as youth and enthusiasm slip away and his friendly persuasive powers recede.

The crucial factor in the success of any teacher is his ability to establish good rapport with his students. This was as true of a nineteenth century teacher with no knowledge of psychology as it is of Columbia's brightest pedagogical Ph.D. And it is unnecessary to add that the brilliant Ph.D. frequently lacks the magic appeal, which is why he went so far down the research road, where he does excel.

If the key to a successful teaching personality and successful rapport with students lies buried in the unconscious and is largely unresponsive to deliberate efforts of the will to alter it, then what are the advantages of studying the psychology of the unconscious? Why not turn our attention outward, resolve to do the best we can, with forthright determination and discipline, and by so doing, teach our children to do the same?

Mr. Robinson is a history teacher at Carlmont high school in Belmont, San Mateo County.

We can often do much better by mixing this approach with an intelligent look inward. It seems axiomatic, but to many it probably is not, that our temperaments are largely controlled by our unconscious and largely beyond the reach of conscious efforts to change. If a person does not accept this viewpoint he probably could not be persuaded in a few pages. Anyone who has ever seriously tried to correct a hasty temper, recurrent fits of depression, nagging feelings of inferiority, embarrassment when introducing people, or phobias or compulsions of any sort, including compulsions to smoke or to over-eat, are usually willing to concede the limitations of the human will to alter established emotional patterns.

The Puritan personality, which persists in many responsible circles, and which is for many people the proper stereotype of the teacher, would consider it a sign of weakness to admit that he could not by sheer will master his own baser impulses. This is indeed a noble ideal and never one to be scorned. It is so noble that it should be assisted in every way, including, for those who can become receptive, by a judicious dose of Freud. Without this assist the noble effort resembles nothing so much as an individual attempting to lift himself by his own bootstraps, a procedure which, persisted in very long, can become exasperating, frustrating, or literally maddening, depending upon the intensity of one's efforts.

Frequently the afflicted one has that high level of intuitive good sense that makes him give up the struggle somewhere short of the maddening stage. Then, in order to save face, he sometimes deceives himself into thinking he has succeeded. This helps to explain the existence of the pompous, the pretentious, and the priggish people who cannot afford to reveal their weaknesses to themselves, and, ostrich-like, do not face the fact that this pose displays their weaknesses to the public almost as if they were tail feathers.

The value of exposing the prospective teacher to a thorough study of the nature of human emotions and their implications for teacher-student relationships are several. First it should be stated that for some few people there is practically no value. Some few people seem to possess an intuitive understanding of all they need to know about themselves and others and an instinctive capacity to create the desired rapport with all kinds of people.

William Shakespeare, three centuries before Sigmund Freud, displayed an astonishing insight into the power of the unconscious. The teacher who possesses, untaught, the talent for understanding adolescent motivations as well as his own adult feelings is nearly as rare as a Shakespeare.

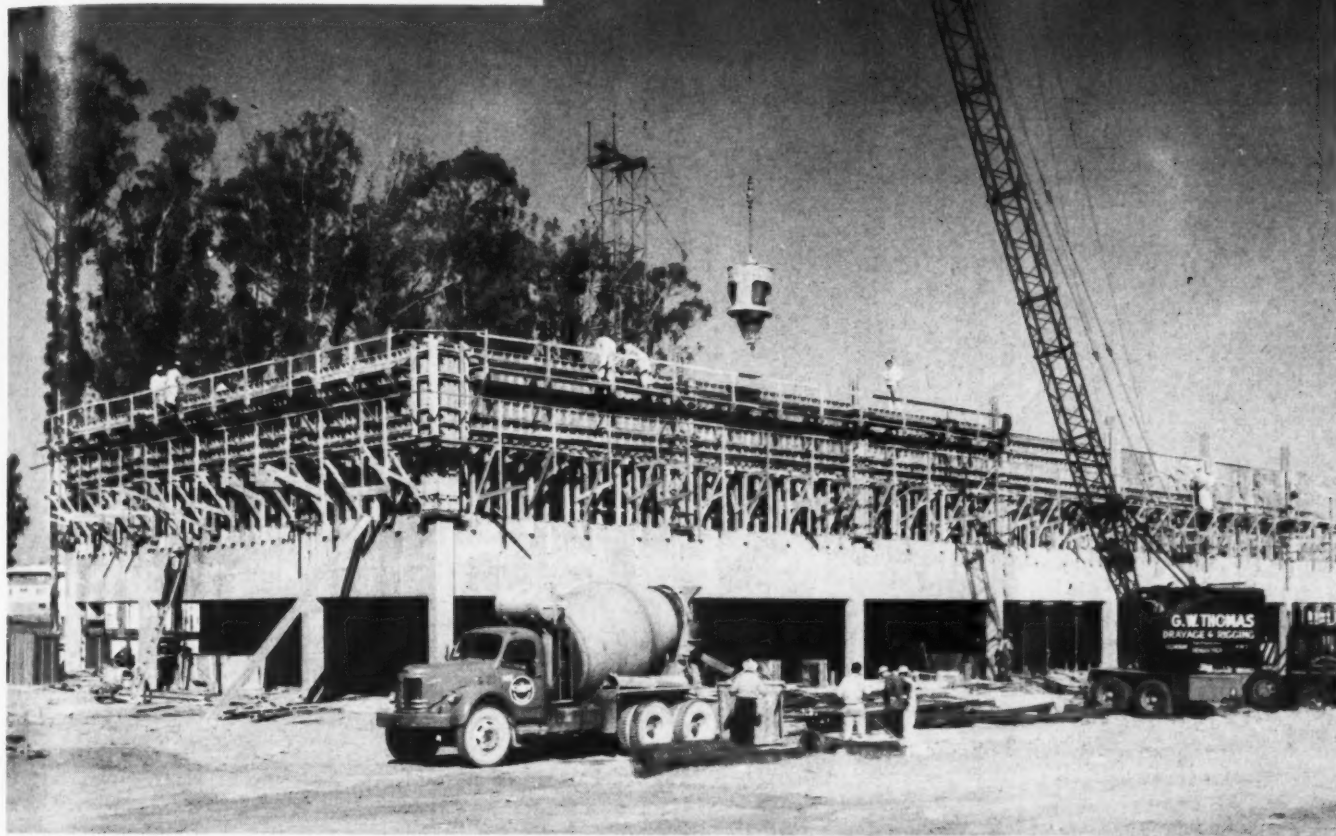
The first value of a study of psychology centered around human motivation is to help the teacher-to-be to become aware of his own personality at a level of understanding usually completely new to him. This has a double influence in raising the level of teaching competence. It helps the emotionally unfit to recognize his weaknesses and disqualifications and, if they loom too large, decide against teaching before he becomes committed to a career in which failure is all but inevitable. For the other and better suited candidate, the self-knowledge so obtained cannot fail to make him a better teacher.

A knowledge of the origin of my fear of superiors and my consequent tendency to clam up in petrified silence in the presence of a supervisor may not help me to overcome completely this childish trait, but it will lessen the tendency to magnify it, to worry about it, and to wear myself out in futile attempts to conquer it by sheer determination.

A thorough understanding of the adolescent need for alternate expression of dependence and independence may not directly contribute to my ability to help students to learn more history, but indirectly it does just that. By understanding evidences of adolescent defiance, and this does not mean overlooking it, I will establish far better rapport, with increased confidence of the students in me, of me in myself, of me in the stu-

(Continued to page 42)

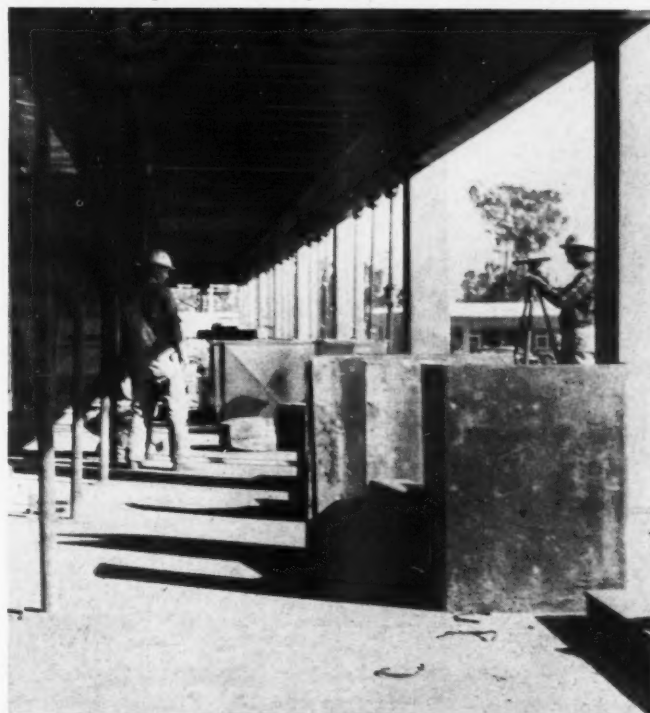
Fast Construction on New Burlingame Home of CTA



Actually the skyline on CTA's new headquarters building is now 13 feet higher than this photo indicates. Concrete for the third floor has been poured. Plumbers and electricians have completed most of the basement installation.



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FLES PROGRAM . . .

(Continued from page 18)

different languages are taught to military personnel; the Monterey Institute of Foreign Studies, which teaches language and culture of foreign nations to civilians; the Naval Post Graduate School, Fort Ord, and the Naval Air Facility, which bring into the community a variety of individuals who can bring to the classroom a bit of culture directly from the source. To hear many languages spoken on the streets or at community gatherings is commonplace. About two-thirds of our sixth graders have had direct contact with foreign cultures, either by travel or by residence while daddy was stationed overseas. Those who have not traveled are directly influenced by the contributions of those who have. Motivation is not a problem here as far as the foreign language is concerned.

Almost four years ago the superintendent of the Monterey city school system attended a foreign language meeting in the East and came back convinced that FLES should find a place in Monterey elementary classrooms. Spanish was introduced in the elementary grades in September 1955 as a pilot program. A group of youngsters who began in the fourth grade in that year are now in their fourth year of foreign language in the junior high. This year more than 900 sixth graders are being offered Spanish three times a week for twenty minutes while the junior high has four forty minute periods a week.

The elementary program is all oral-aural. In the junior high, the method is oral-aural for the most part but some reading and writing has been introduced along with an attractive text which serves as a base for more extensive units. Language and culture are introduced through recordings, tapes, realia, dramatizations, skits, movies, etc. Traveling specialists visit regular classrooms to teach the language and act as resource people for the regular teacher in matters of culture of the Spanish speaking countries. The classroom teacher carries on the work whenever his background and fluency permit.

In Monterey city, FLES is a definite part of the regular curriculum. It permeates all phases of the child's

intellectual development in the classroom. Foreign language is not confined to the classroom here; it is a community affair as well. Last year sixth graders presented plays, dances and cultural reproductions of foreign customs to several civic groups, local PTA organizations, the Community Center's May Day festival and the children's Christmas party at the Monterey public library. Groups of elementary students have appeared periodically on KSWB-TV (La Hora Mexico) with plays, dances and songs. In August they traveled to San Francisco to appear on Dr. Joseph Raymond's "Spanish Without Tears" on KQED-TV.

A committee, composed of specialists from the Army Language School and the Monterey Institute of Foreign Studies, professional staff members from elementary through junior college, administrators, and citizens who have studied the curriculum, meet regularly to study and discuss what other districts are doing and how to evaluate the progress of ours. It laid the groundwork for a program which will make foreign language available to students from lower elementary grades through junior college. Articulation is a prime objective.

In the elementary school, foreign language should not be an entity in itself, but an appendage which opens

new horizons to the child's already acquired world. When a child learns that his street, Vista Mar, means "view of the sea", he immediately brightens up and says, "Of course, our home does have a view of the sea!" When he analyzes Monterey, he sees that it means "King of Mountains", he is anxious to find out why it was so named and a new interest is developed which carries over into the history and understanding of another country and his own.

A few days ago we were learning about the universe in Spanish. Suddenly a youngster became excited and stated that a question had just been answered for him. He had been working on a science project on moths and butterflies. The lunar moth had particularly fascinated him. When he looked at the picture of the moon which I had drawn on the board and connected the word "lunar" with it, the little mind went right on to conclude that the moth was so named because it came out at night when the moon was shining.

So, FLES is not just an acquisition of words and phrases in a foreign language or a mere basis for understanding of other peoples, but a spyglass into other worlds where the light of new knowledge brightens the horizons of a wiser and happier tomorrow.

"We Who Are About to Retire . . ."

Harold Garnet Black

What emotions, what memories, what thoughts well up in the heart of a teacher, I wonder, as he comes to his very last day as instructor in school or college? The late Professor William Lyon Phelps, one of Yale's greatest and best loved teachers, recorded how he approached his last class in English.

"At the close of lectures in the Spring term of 1933," he wrote in reminiscent vein, "my forty-one years of active teaching at Yale came

Dr. Black, a retired resident of Beverly Hills, formerly taught English at Hollywood high school and has taught in Eastern universities. He is the author of The True Woodrow Wilson (1946).

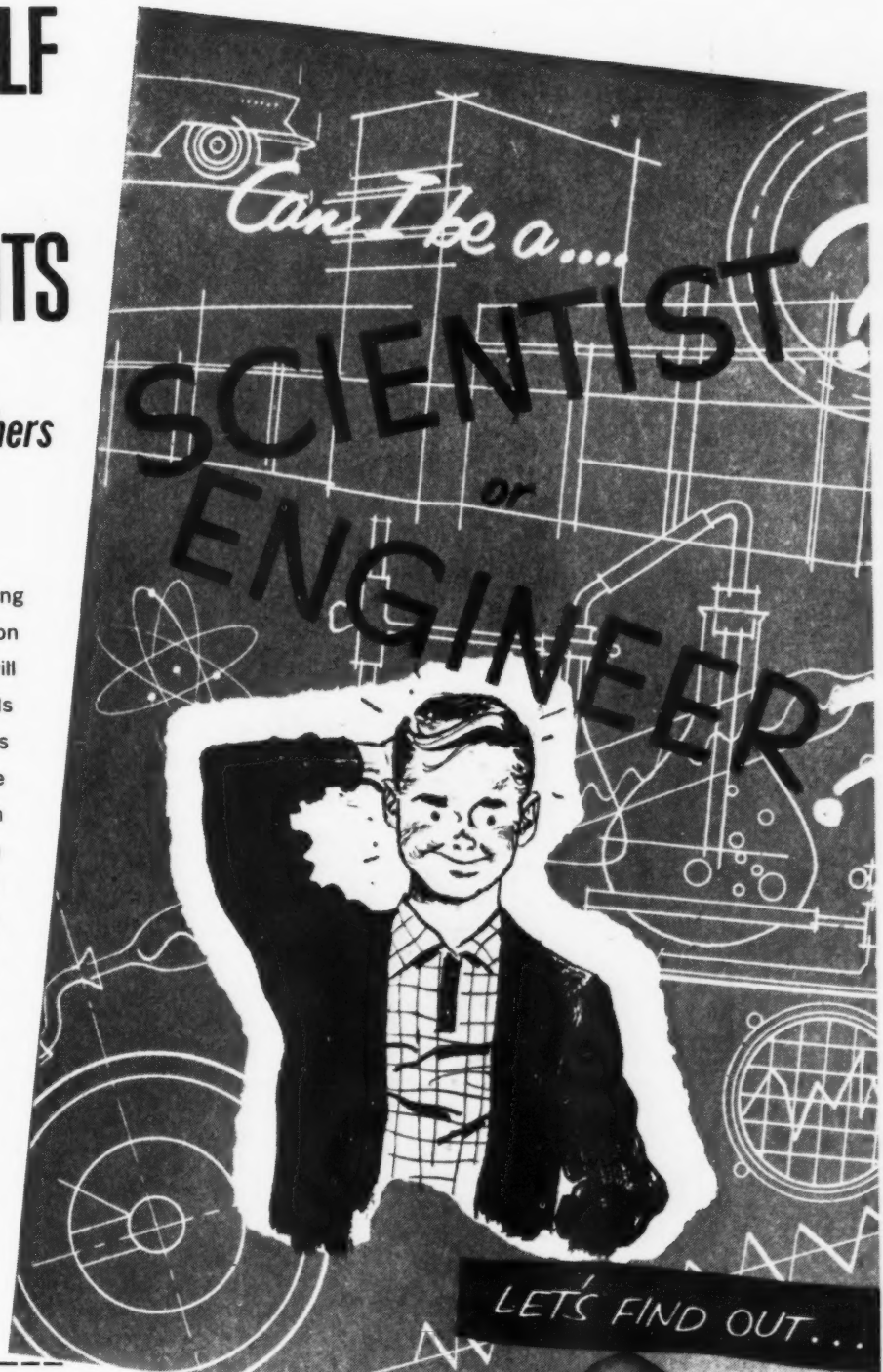
to an end. I do not like farewells; when I met my class in Browning for the last time, I conducted it exactly as if I were going to meet them the next day. But the students would not have it so, and made a demonstration I shall always remember."

Bliss Perry, distinguished Harvard professor, in his delightful autobiography *And Gladly Teach* described feelingly the mingled emotions he experienced as he entered the classroom for the last time in the role of teacher. "I cannot affirm," he declares, "that I faced my final lecture at Harvard in May, 1930, 'without some emotion of uneasiness,' but the kindness of my pupils carried me through the ordeal. They gave me some rare editions of books that I

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was known to like, and arranged to have a portrait painted for the University. I thanked them as well as I could. But I did not really need any fresh evidence of their regard, for I was sure of it already, and I cannot remember whether I told them that I was fond of them. They knew it anyway."

That final moment came forty-nine years after he had met his first class at Williams College. What Professor George Herbert Palmer at eighty-eight wrote of his own students might equally well have been written by Bliss Perry: "To be able to meet them all helpfully has been the fascination of my life." Such a passion is a requisite for top teachers.

Every year many professional instructors are retired from our schools and colleges and universities because of having reached an age limit beyond which, theoretically, their teaching would become ineffective. Those of us who are about to join this annual procession might well raise our hands in salute and shout *Discessuri salutamus*, a salute reminiscent of what gladiators used to do in ancient Rome when forced to fight with each other or with wild beasts in the Flavian amphitheater "to make a Roman holiday," it being customary for the combatants to turn to the vast audience just before the bloody and usually fatal contest began, raise their hands, and cry *Morituri salutamus* — "We who are about to die salute you!"

Whether or not one looks back with satisfaction over his years of teaching depends upon various circumstances. One of these is his own philosophy of education, for every teacher must adopt some kind of educational philosophy, even though he does not dignify it as such. Obviously, no one ought to enter the profession unless he is willing to work hard and give his strength to the task in hand. His satisfaction will not come chiefly from the financial rewards; for teaching, by and large, is still one of the underpaid professions.

The teacher's reward therefore must be in some measure spiritual rather than material. It will come in part because he has been able to see the results of his efforts made visible in the lives of his students. It is

gratifying to see the mind of a student expand, to watch his intellectual horizon and interests widen, and to observe the gradual development of forthrightness of character. These are no trivial satisfactions, even though they do not help to pay inflationary bills.

The building of character ought to be one of the prime concerns of all educators. Everywhere, so far as the teacher can manage it, emphasis should be placed upon the growth of fine moral qualities. In the educational philosophy of every teacher there should be the spirit expressed to me one day by an instructor in the automotive department of a nationally-known high school.

"I look on my work here," he declared, "as primarily an opportunity for developing character in the students under my care so that they may be able to carry out an assignment — not just take cars to pieces and repair or replace damaged parts. On each boy I put a definite responsibility of completing the job. If through inattention or carelessness he makes a mistake, he must pay for his negligence. I am building character into boys here, not merely assembling or repairing motor cars." His was precisely the same philosophy that Elbert Hubbard expressed in his famous essay *A Message to Garcia*.

That teacher's theory of the purpose of education is quite in accord with that of Henry Seidel Canby, noted teacher and author, who once confessed: "My first discovery when I began my career was that education is more concerned with ideals than with knowledge; a naive discovery, but important."

In other words, the teacher's task is not merely to develop an interest in such things as trigonometrical formulas, the factors in human heredity, the sources of *Hamlet*, the falsity of Communist doctrines, the infinite complexity of international relationships, the solution of labor-management difficulties, the American Constitution, or the scientific principles involved in atomic fission and nuclear fusion; his task still continues to be — even in post-Sputnik days, the Space Age in which we now find ourselves, — to inspire his students with a genuine desire for purposeful, righteous living. Not all

educators will agree with this point of view. Let it be emphatically stated, however, that a world without moral foundations is unthinkable, for it has in it the seeds of its own inevitable destruction and is headed towards the abyss.

Teaching year after year is bound, of course, to become routine procedure, but even from such routine occasionally emerges some highly desirable and unexpected result. Some years ago, for example, a man of thirty-five called on me at noon in the classroom. "You won't remember me," said he, "for it is a long time since I was a student of yours, but I've come back to thank you for something you did for me."

"What's the story?" I asked curiously.

"You flunked me!" he explained. "Other teachers let me get by with little or no work, but you wouldn't do it. Your flunking me waked me up with a jolt—to the necessity of getting down to business. So I at once changed my attitude toward my studies, worked hard, and have been quite successful financially. I've made this trip here today to say 'Thank you, sir.'"

One of the fine things about teaching is that one never knows when a chance word may be a seed destined to bring forth, like the good seed in the New Testament parable, some thirty-fold, some sixty, and some an hundred. This is particularly true of the teacher whose work lies in the field of literature and who has therefore an opportunity to introduce students to great literary passages perhaps not found in the textbook itself. Students become thoughtful and silent when, for example, they have read aloud to them from the *Phaedo*, Plato's famous account of the death of Socrates.

Perhaps the most striking example of the influence a teacher exerts is found in the person of Charles Townsend Copeland, familiarly known as "Copey" and now a Harvard legend. Professor Copeland's influence was not only in the classroom or in his private rooms in Hollis Hall but often also in those special evening sessions — those readings open to all Harvard men — when he set our heads ringing with passages from Dr. Johnson, Blake, Wordsworth, Kipling, Mark Twain,

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Dickens, and many another beloved author. We students never forgot such readings.

"They knew," writes biographer Rollo Walter Brown, "that they were not being deceived. Copey read so imaginatively, he was so vivid himself, that students had the enjoyable feeling of seeing luminously what they had before been wholly unaware of, or had felt but vaguely. It was something to see a hall packed with students listening intently to a man read for an hour from the Old Testament, and finding themselves moved to the verge of tears as he closed: 'And the king was much moved, and went up to the chamber over the gate, and wept: and as he went, thus he said, O my son Absalom! my son, my son Absalom! would God I had died for thee, O Absalom, my son, my son!'"

Occasionally a teacher, perhaps an unknown, unconsciously stirs the mind and heart of a pupil and makes him look up to the stars, admire the wonders of the physical universe, or see hitherto invisible splendor and beauty all about him. What a debt

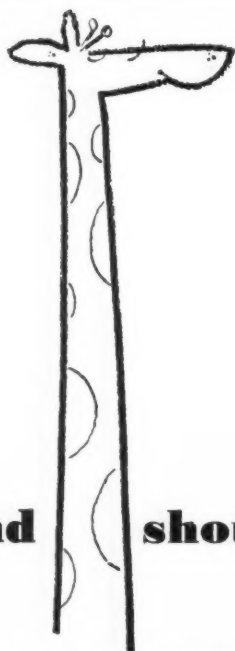
the distinguished American poet, the late Edwin Markham, owed to Harry G. Hill, a debt now shared by the whole world! Dr. William L. Stidger, in his biography of Markham, wrote that it was "a tall, gaunt, Lincoln-like, friendly teacher named Harry G. Hill" who, himself a lover of great poetry, taught a country boy to love it too one springtime amid the Suisun Hills of California. It was young Markham's three months' contact with this itinerant teacher in a single-room schoolhouse that opened the boy's eyes to a new earth and sky and sea, gave wings to his imagination, and set his soul ablaze with poetic fire. Small wonder that the poet later immortalized that unknown teacher in "The Enchanter"—a poem that nature-loving Wordsworth himself might have written.

Every worthy teacher hopes that his contact with his students, both in class and outside, has been of benefit, for an instructor's influence is not always confined within classroom walls. Doubtless former President James B. Conant had this in mind when, in an annual report to the

Harvard Board of Overseers, he shrewdly observed: "Tolerance, honesty, intellectual integrity, courage, friendliness are virtues not to be learned out of a printed volume but from the book of experience; and the content of this book for a youth is largely determined by the mode of his association with contemporaries."

The teacher likes to think that he has been able to develop techniques and skills that will later prove valuable, to impart knowledge that will ripen into wisdom, and to inspire his students with an abiding love for the good, the true, and the beautiful. Precisely how successful he has been in achieving these objectives, however, will always remain, like the smile on the face of Mona Lisa, an inscrutable mystery, because it belongs to life's imponderables. In all this there must be a strong element of hope that his efforts have not been in vain, and of faith that he has accomplished something deserving a "Well done, good and faithful servant!"

As a morally responsible human



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being, the teacher feels that he owes a debt to society and would like to discharge that obligation by contributing to the progress of the race, to the on-going of civilization. What, then, do we mean by civilization, and what are its characteristics?

The answer given over a half century ago by Baron Russell of Killowen, Lord Chief Justice of England, has never been excelled. "Its true signs," he declared, "are thought for the poor and suffering, chivalrous regard and respect for women, the frank recognition of human brotherhood, irrespective of race or color or nation or religion, the narrowing of the domain of mere force as a governing factor in the world, the love of ordered freedom, abhorrence of what is mean and cruel and vile, ceaseless devotion to the claims of justice."

Cicero once pointed out that men do not plant trees for themselves but rather for the generations that follow. In similar fashion the teacher—at least the ideal teacher—is always looking ahead and building for the future.

Who Can Be Sued?

Eugene Benedetti

"It is the duty of a teacher to exercise reasonable care to prevent injuries. . . . The testimony indicates that the teacher failed in his duties in this regard and that he was negligent, and the plaintiff is entitled to recover."

"While the law writers and judges have criticized and disapproved the doctrine of governmental immunity as illogical and unjust, the weight of precedent of decided cases supports the general rule and we prefer not to disregard a principle so well estab-

Dr. Benedetti is a professor of education at Los Angeles State College of Applied Arts and Sciences. His article is the first of a two-part series on tort liability of special interest to teachers; the second part will be published in February Journal.

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lished without statutory authority. We, therefore, adopt the rule of the majority and hold that school boards cannot be held liable for ordinary negligent acts."

The initial quotation represents a factual situation derived from recent litigation in which a teacher's negligence was the proximate cause of a student's injury, thereby rendering the teacher liable in tort.

The latter decision rendered by a judicial tribunal disallowed recovery solely on the basis that suit was instituted against a government unit, a school district, yet factually the extent of negligence in the aforementioned cases was comparable. Why, then, do courts permit students and parents to recover personal judgments against teachers yet categorically deny damages against school districts for similar acts of negligence?

Tort Defined

Establishing an acceptable definition of a "tort" will encounter widespread disagreement and total lack of uniformity in its application. Despite the seemingly insurmountable task of a satisfactory meaning there are three common characteristics of any tort action: (1) a civil wrong excluding a breach of contract; (2) a judicial remedy, usually legal action to redress a particular wrong; and (3) action initiated by the injured party to recover compensation for damages to person or property.

Some of the items usually beyond the scope of a tort action include breach of contractual obligations, and property rights and problems of federal, state, county, and municipal units of government. School districts being creatures of the state, created and maintained solely for the benefit of that agency, are included within the category of governmental agencies.

The Doctrine of Nonliability

The doctrine of nonliability renders a state immune from tort when acting in a governmental capacity unless consent is granted by statutory provisions permitting suit. Tort liability cannot be maintained against school boards when acting as corporate bodies in the absence of specific legislative action.

(In the February issue the personal liability of school employees will be discussed).

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JANUARY

- 6-8—CCPT state board of managers meeting; Sheraton-Palace Hotel, San Francisco.
- 9—Bay Section board of directors meeting — council (Jan. 10); Burlingame.
- 9—Bay Section committee chairman orientation meeting; Burlingame.
- 9—Southern Section chapter presidents workshop; Los Angeles.
- 9-10—Northern Section council (Jan. 10), local presidents, classroom teachers executive committee, and planning committee; Auburn.
- 10—Central Section council; Visalia.
- 10—Bay Section council; Berkeley.
- 10—CESAA North Coast Section meeting; Brookings.
- 10—Southern Section council; Los Angeles.
- 10—Southern Section public relations workshop; Los Angeles.

- 10—California Association Future Homemakers of America, state executive council; Sacramento
- 15-17—State board of education meeting; California School for Deaf; Riverside.
- 16-17—CTA board of directors; San Francisco.
- 17—North Coast Section field conference; Stewart School, Arcata.
- 21-23—California state curriculum commission; Coronado.
- 23-24—CSSAA Section conference; Disneyland, Anaheim.
- 24—Sacramento area personnel and guidance association; Sacramento.
- 24—Northern Section salary consultants; Sacramento.
- 24—CESAA Bay Section meeting; Berkeley.
- 24—North Coast Section salary and school finance workshop; Redwood School.

- 25-28—National School Boards Association; San Francisco.
- 26—Section secretaries meeting; San Francisco.
- 26—California Education Study Council, mid-winter meeting; Los Angeles.
- 26—Teacher Education Commission; San Francisco.
- 29-31—Audio-Visual education association of California, annual state conference; Beverly Hills.
- 31—Central Coast board of directors; Alisal.
- 31—Orientation of new State Council members; San Francisco.

FEBRUARY

- 4-6—California state central committee on social studies; Santa Monica.
- 6—Southern Section board of directors; Los Angeles.
- 6—Educational policy commission; San Francisco.

(See next page)

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- 6-7-Southern Section midyear conference on good teaching; University of Southern California, Los Angeles.
- 7-CTA Panel on Evaluation of Program and Services; San Francisco.
- 7-CESAA South Section meeting; Palm Springs.

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- 7-North Coast Section executive committee; Eureka.
- 7-Trinity County field conference; Hayfork School, Hayfork.
- 7-11-National Association of Secondary School Principals, 43rd annual convention; Philadelphia, Pa.
- 10-California Retired Teachers Association, state board meeting; Los Angeles.
- 12-14-American Association of Colleges for Teacher Education, annual conference; Chicago, Illinois.
- 12-14-United Business Education Association, annual national conference; Chicago, Ill.
- 13-14-California Association of Young Homemakers, annual convention; Long Beach.
- 14-Central Coast Section council; Salinas.
- 14-Northern Section executive board; Sacramento.
- 14-18-NEA American Association of School Administrators, annual convention; Atlantic City, New Jersey.

Teaching Aids

A department on teaching films
conducted by H. Barret Patton

AUDIO-VISUAL

VIEW FROM THE MOUNTAIN, film: 22 min.; color; \$125; junior high, senior high, college; The American Dietetic Association, 620 North Michigan Avenue, Chicago 11, Ill. Also available on loan for round-trip postage.

The roles of food and nutrition in giving enjoyment, in maintaining well being, and in helping people back to health, are dramatized. The wide choice of careers in dietetics is outlined.

PEACE OF MIND, film: 24 min.; color; free loan; Photo & Sound Co., 116 Natoma St., San Francisco 5.

How did the idea of insurance evolve? This film traces the story back to the days of Marco Polo, who, according to legend, first learned of insurance from the Chinese. It shows practices on to the Rialto of ancient Venice, in 17th century English coffee houses, and covers insurance in America today.

CROWDED OUT, film: 29 min. sound-color \$170, B&W \$75; civic associations, clubs, societies, business and professional groups; Division of Press and Radio Relations, National Education Association,

1201 16th St., N. W., Washington 6, D.C.

The story of what happens to children and teachers when schools are overcrowded, as discovered by an investigating mother of one of the children. Film is available on loan from CTA.

RESCUE PARTY, film: 29 min.; B&W \$120; for Civil Defense personnel and for volunteer groups or individuals who participate in rescue work.

Effects of disasters will be lessened if met by people organized, trained and prepared. This film demonstrates, at the scene of an explosion, how a systematic search is organized by a trained rescue party to locate and extricate all victims trapped under fallen debris.

INFLATION, film: 21 min.; B&W \$120, Color \$240; high school; Encyclopaedia Britannica Films, Inc., 7250 MacArthur Blvd., Oakland, or 5625 Hollywood Blvd., Hollywood.

This film is well done—the human interest, home-town approach is good. The points were well presented and well summarized. A good film to accompany classroom work on inflation.

OPERA AND BALLET STORIES. Series of color filmstrips (6 for \$28.50) with records (six 12-inch, 33 $\frac{1}{3}$ r.p.m. for \$21); elementary, upper elementary, high school; Jam Handy Organization; Photo & Sound Co., 116 Natoma St., San Francisco 5.

Presents Wagner's "Lohengrin," "The Meistersingers"; Delibes' Coppelia ballet, Mozart's "The Magic Flute," Verdi's "Aida," and Rossini's "The Barber of Seville," through significant scenes from the stories. One side of the records contains narration of the caption of each illustration, followed by thematic music. The reverse side gives the orchestral rendition of principal arias. In Coppelia, the complete ballet music is played.

CHEMICAL CHANGE. film: 12 min.; color \$140, B&W \$70; elementary; Young-America; Photo & Sound Co., 116 Natoma St., San Francisco 5.

Helps students to understand the chemical changes constantly occurring all around us. Explains the effects of chemical change. A wide variety of examples affecting our everyday life are shown. A final sequence deals with acids and bases, showing the litmus paper tests used by the chemist.

CHARACTERISTICS OF A CORE PROGRAM. film: 20 min.; B&W \$100 (for rental consult your nearest film library); to use with pre-service groups, in-service groups, parent and lay groups; Bureau of Publications, Teachers College, Columbia University, 525 W. 120 St., New York 27, N. Y.

This film is designed to explain to prospective teachers, teachers in service, and interested laymen some distinguishing characteristics of the core program at the junior and senior high school levels. The observer gets a clear impression of what the core is and how it functions, illustrated by glimpses of a real core class at work on an actual unit, indicating that it is only part of the total educational program.

POLYNESIAN CULTURE. film: 21 min.; color; upper elementary; secondary and college; Arthur Barr Productions, 1265 Bresee Ave., Pasadena.

The basic pattern of an ancient way of life as it still exists in the villages of American Samoa, is shown in this story of a people of the Pacific, a region of increasing importance in the modern world. The Samoans are shown as a self-sufficient people utilizing the products of their isolated island world to meet their daily needs.

MAKING SENSE WITH OUTLINES. film: 11 min., B&W \$55, color \$100; intermediate, junior high; Coronet; Craig Corporation, 215 Littlefield Rd., South San Francisco.

A planned visit to a fruit farm led a class to organize their questions in outline form. Reasons for a breakdown of the subject matter into major topics and sub-topics with proper lettering and punctuation are emphasized. The outline led to greater enjoyment of the field trip and later to organizing other subjects of interest to the class.

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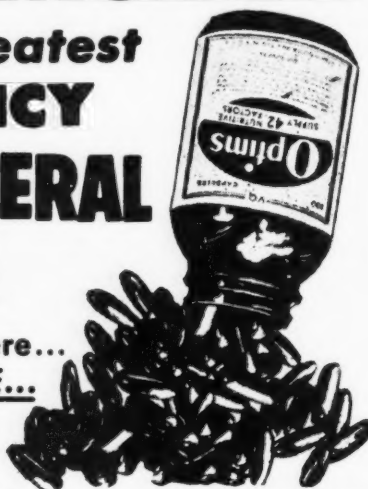
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ANIMALS OF ALASKA. film: 11 min.; color \$95; lower elementary grades through adult groups; Northern Films, 1947-14 Ave., North, Seattle 2, Wash.

Fifteen different animals of Alaska are shown, with eating, hibernating, and other habits. More than 12 years of painstaking photography, chiefly by Cecil E. Rhode, who has supplied film to Disney and other Hollywood producers, was required for this film.

THE WAY WE LIVE: MAKING A LIVING AROUND THE WORLD. Series of six new 20-minute films; primary; B&W, \$110 each; United World, 1445 Park Avenue, New York 29, N. Y.

These six new films are geared to primary grades curricula, though it is believed that intermediate and upper grades can use the series for comparative studies of the work-a-day world around the globe. Individual titles: Trade and Transportation; Farming in North and South America; Farming in Europe and Asia; Animal Raising, Hunting and Fishing; Forestry; Mining. Comparisons in different parts of the world make this series of real interest.

POLICEMAN WALT LEARNS HIS JOB. film: 11 min.; B&W \$55, color \$110; primary, intermediate; Film Associates of California, 10521 Santa Monica Blvd., Los Angeles 25.

Policeman Walt's training begins the day the Chief of Police swears him in as a policeman. He studies his lessons in class, learns how to protect himself and others, is taught what a detective does to solve crimes. When Policeman Walt goes on patrol by himself and takes care of an accident, he knows that he has passed his first test as a good police officer.

new books

ON REVIEW

THE SECONDARY SCHOOL CURRICULUM. The Year Book of Education 1958. Joint Editors: George Z. F. Bereday and Joseph A. Lauwerys. World Book Company, Yonkers-on-Hudson, New York, 1958. xv + 544 pp.

From the primitive nomadic customs (curriculum?) of the Danakils of Ethiopia to the three-track, closed circuit TV programs in Evanston high school, U.S.A., this book gamutizes the curriculum. Fifty indigenous contributor-authors guide us not only over the familiar educational terrain of England, Italy, France, Germany, Canada, and the United States, but also escort us behind the curriculum curtain into Ceylon, the Philippines, Israel, Ghana, Yugoslavia, Australia, Japan, Ethiopia, the Anist Societies, the Netherlands, South Africa, "New China," and the USSR.

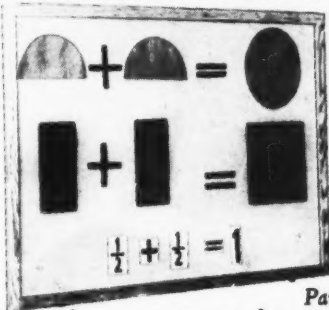
For what purpose? So as "to bring about a convergence of views, or at least more understanding and perspective among pro-

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professional workers in education in many parts of the world" and "to study the manifold ways in which the curriculum at the secondary or middle stage of education is organized and developed in different cultures and national settings." The selections introduce us to "the forces which shape it . . . novel trends . . . promising curriculum practices . . . but with the focus on the usual rather than the unusual."

Purpose, scope and variety are exemplified by such factually fascinating examples as Edgar Dale's "Impact of the New Median on the Secondary School Curriculum," Alexander Dushkin's "The Education of Adolescents in Israel," W. B. Wall's "Curriculum and the Promotion of 'Mental Health,'" Katherine Whiteside Taylor's "How Parents Contribute to Curriculum-Making in the United States," and B. Esipov's "The Problems of Curricula in Secondary Schools in the USSR."

Despite an attempt at categorizing the book into sections—Tradition and the Curriculum, Stated Aims and Objectives, the Curriculum in the Educational Pattern, The Influence of Social Circumstances, Theories of Education and Curriculum Reform—the Year Book is loose and somewhat labyrinthine, not too frequently concentrating upon its initial thesis that of all educational institutions the curriculum is the most conservative and resistant to change because of the role in transmitting a society's history and culture. A chapter summary might have served to link, if not integrate, the significant aspects appearing within the diverse context.

Actually, the book is a country-by-country series of curriculum case studies asseverating sectional theses; as, for example, "The Influence of Social Circumstance" means that local control and loyalty affect the curriculum in Yugoslavia, sports are the mainspring in Australia, class structure and parents are determinants in the United States.

To our contemporary curriculum critics: Prophets need perspective! Be they Conscientious Conants or Buster Bestor and His Basic Boys, this type of book on comparative education is recommended reading. We aren't the only ones with curriculum complaints!

—TED GORDON

FOREIGN LANGUAGE LABORATORIES IN SCHOOLS AND COLLEGES by Marjorie C. Johnston and Catherine C. Seerley, Washington, D.C., U.S. Office of Education, 1958, 86 pp., U.S. Govt. Ptn. Off., 35c.

Just off the press is this timely discussion for those *Journal* readers who have special interest in the statewide FLES programs (as described in this issue).

Written by foreign language specialists in the U.S. Office of Education, this illustrated booklet draws on nation-wide surveys to describe successful and practical laboratories in foreign languages.

Purposes, organization, equipment and costs, materials and techniques are described in adequate detail. The appendix lists four California high schools now using laboratories in from one to four languages: Alhambra, Cubberly at Palo Alto, Ramona

(Continued to page 35)

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Why A Calendar Membership Year?

CTA members given cogent reasons why Association dues are not collected to cover school year only.

IN A NUMBER of field conferences this past fall the questions were asked: "Why does the CTA run its membership year on a calendar basis instead of the school year? Why are they collecting dues in October for a membership that does not begin until January 1st?" On an occasion or two the inquiries seemed to be put almost angrily. Under these circumstances, an explanation may be in order.

The calendar-year rather than school-year membership is a part of both the Association By-Laws and the Articles of Incorporation, and has been in practice for many years. The reason for this policy, as it is recollected by those long associated with CTA staff, is mainly the matter of continuity of membership. This is particularly significant with respect to the mailing of the *CTA Journal*.

This benefit will be more obvious if the manner of collecting dues is reviewed. Until very recently, with the advent of dues deduction, the great bulk of membership collections has been carried on by individual building collectors. The size of the State and the division of CTA into six Sections does introduce some delay into the receipt of membership dues at the State office.

The local collector must make out receipt forms, care and account for money to the Section offices, which in turn must process memberships and separate NEA dues. When it is remembered that this business is done on personal time by teachers who still have to carry on their daily classwork, it should not be surprising that several weeks may elapse before dues money is forwarded to the Section and State offices.

If this very essential business were attempted near the beginning of the summer vacation, it can be easily imagined what additional risks would be introduced into getting the job done. It is a safe guess that most of the detail would be seriously hindered by the summer scattering of teachers, or it would simply be

put off until the reopening of school. To have magazine subscriptions stop at the end of May and not resume until the collections came in at the end of summer would complicate the work of the *Journal* mailing service. As it is now the ordinary change of addresses of members, following the September opening of school, requires making over 8,000 new addressograph plates. If this problem were coupled with a summertime membership accounting tangle, the *Journal* mailing would constitute a real headache during several fall months.

Then some thought should be given the psychological practicality of making membership collections at the end of the school year. It is not a good time to be collecting. The year has come to a finish; it is not a time of thinking of renewing memberships. Thousands of teachers are making summer plans for spending money on vacation or further education. Most teachers are reluctant to take on added work to tap their energies; the closing of school accounts and records is task enough. There is a real professional let-down in a number of observable ways.

The fall collection of dues catches the teacher on the rebound from his vacation. He may be expected to have renewed his professional vitality and enthusiasm. He is back at his regular address or has established a new one, so that his membership can be tied to this without need for his sending in a correction that would have to follow a different address given in a May or June drive. CTA has not lost touch with him over the summer period.

Which would be the best fall month? Keeping in mind the lag in membership processing, it appears that October is the logical month for membership campaigning. This month avoids November property tax bills and the customary planning for Christmas spending. In districts

(Continued to page 43)

CTA Journal, January 1959

Convent at Alhambra, and Santa Monica. Nineteen colleges in this state are using language laboratory methods and techniques.

The word "laboratory" in the sense used here will range from use of a single tape recorder to facilities which may include libraries of recordings and records, isolation booths, amplifiers, projectors, and newly-developed electronic equipment. J.W.M.

Language Training Aids has announced a new, 30-page catalog of realia for foreign language teaching. Thirty-nine different languages are listed including recorded materials and texts for teaching English as a foreign language. The listings include phonograph recordings, tape recordings, slides, filmstrips and flashcards. Included in the catalog is a section containing equipment for large language laboratories and inexpensive equipment to set up a small laboratory in the classroom. Instructors and libraries can obtain a free copy by writing to Language Training Aids, Language Center, Boyds, Maryland.

Notes in the Margin

Geometry Can Be Fun says Louis Grant Brandes in his latest book of supplemental material for the mathematics class. The book includes contributions from both students and teachers, and is intended to keep young people in grades seven through twelve interested in mathematics. Paperback, 8 1/4"x10 1/4" format, 250 pages. \$2.50 net school price from J. Weston Walch, Publisher, Box 1075, Portland, Maine.

Biology teacher William S. Green, had so many inquiries from interested teachers on his "B G Biology Wheel Packet" after it was mentioned in an NSTA publication, that he started to make them up for sale. The wheels are visual aids to be used with study sheets in exercises to develop the student's skill in making analyses and sound generalizations, but are still in the experimental and testing stage. If you want to try a packet, you can get one from Mr. Green for 50c, at 1133 Hudson Street, Denver 20, Colorado.

Psychotechnics, Inc., specializing in training aids for industry and education, has published a *Handbook for Instructors in Developmental Reading in Secondary School and College*. The manual was produced by Dr. George B. Schick of Purdue and Mrs. Helen Frick of the Indianapolis Public Schools, under the direction of Dr. Russell Cosper of Purdue. Plastic bound, 7 x 10, \$5, from Psychotechnics at 105 W. Adams Street, Chicago 3.

Philadelphia junior high school consulting teachers have prepared a pamphlet intended to help beginning teachers do a better planning job. It points out habits that may need correcting, and recommended techniques. A consulting teachers will use this material to good advantage in her work with beginning teachers. May be ordered at 50c a copy from business manager, school district of Philadelphia, Parkway at 21st, Philadelphia, Penna. Ask for "Choosing Appropriate Techniques."

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In Niagara or Los Angeles, Washington or New Orleans, the Black Hills or Montreal, *America by Car* takes the guesswork out of travel. Of course it names hundreds upon hundreds of recommended places to eat and stay.

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America by Car is fully 170,000 words in length (as big as three ordinary-sized books). But it costs only \$2.50, while it helps you see any part of America as you've probably never before explored this part of the world.

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You could spend \$5,000 on a luxury cruise around the world or under \$1,000 via connecting steamers. You can island-hop around the West Indies via plane for several hundred dollars—or see the islands more leisurely by motor schooner for much, much less. There's hardly a place on earth you can't reach for less if you know ALL the travel ways.

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Fur Trappers of the Old West
The Rush for Gold
John Paul Jones



Theme of the December issue of *Intercom*, the New York City junior high school publication, is "Developing Talent." This little publication is now in its third year. Future subjects to be covered include strengthening the basic skills, promoting citizenship and building school morale.

Frank H. Bowles, president of the College Entrance Examination Board, has written a guide on the problems facing today's college-bound youth. Topics covered include tests and testing, choosing among colleges, financing college, and who goes to college and why? The book is notable not only for its concise content, but for its production on tinted paper in ink selected to make reading easy on the eyes. Hardcover, 157 pages, \$2.95, from E. P. Dutton and Co., New York.

Science Explores Our World, mentioned in this November column, is available to any teacher of science in grades seven through twelve. Director C. L. McKelvie asks that this be made clear, since the November item could have been interpreted to mean that it was available only to subscribers of "Current Science and Aviation."

Two hundred outstanding science books for children of all ages are listed and fully annotated in a new booklet entitled "Growing Up with Science Books." The list was compiled with the help of Julius Schwartz, consultant in science, Bureau of Curriculum Research, New York, and Herman Schneider, lecturer in children's literature at the College of the City of New York. Booklets are 10c from R. R. Bowker Company, 62 W. 45th Street, New York 36, or in quantities of 100 for \$3.35.

Study of coins a class project? Then send for the *Coin Collectors' Guide*, which contains a short history of coin and paper money with many interesting factual side-lights, as well as topics such as how to start coin collecting, what to collect, what mint marks are and where to find them—in fact, all you need to start a new and fascinating hobby. Paperback, \$1.50, from Pioneer Press, Harriman, Tennessee.

American Heritage Publishing Co., 551 Fifth Avenue, New York 17, has just published *The American Heritage Book of the Revolution*. Six researchers, writers and artists spent 15 months on just the pictorial and factual research. Text is by two independent authors, Bruce Lancaster and Dr. J. H. Plumb. American Heritage editor Bruce Catton wrote the introduction. *Revolution* is an original work throughout, not compiled from articles or illustrations used in the hardcover bi-monthly *American Heritage*. Regular edition is \$12.50, de luxe boxed edition, \$14.50.

—V. L. T.

Latest NEA publications include:

—*A Scholar's Devil Theory*, is an excellent, well-documented answer to Arthur Bestor's charge that intellectual training is no longer provided in the high schools. Written by Dr. Harold C. Hand of the University of Illinois (same institution which retains Bestor), this 20-page booklet originally appeared as an article in *The High School Journal*, University of North Carolina Press. For good background on the constant controversy, this is *must* reading. Ob-

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—*Financing Professional Salaries for Professional Teachers*, produced by NEA's committee on tax education and school finance. Copies from NEA at 10 for \$1 or 100 for \$7.50.

—*Can Our Schools Get By With Less?*, a critical review of the much-publicized Roger A. Freeman *School Needs in the Decade Ahead*. Prepared by NEA Research Division, it calls attention to unsupported evidence and omissions of important facts and figures in the Freeman book. Single copies free, 25c each on quantity order, varying discounts.

The following are new publications from U. S. Department of Health, Education and Welfare. To be ordered from the Supt. of Documents, U. S. Govt. Printing Office, Washington 25, D. C.:

—*Statistics of Higher Education: 1955-56*. 60c.

—*Block-Time Classes and the Core Program in the Junior High School*. 35c.

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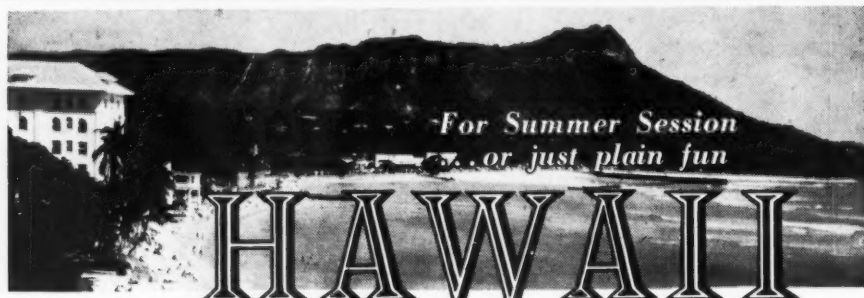
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hospitals had to employ new work shifts and the increase in wages meant that each employee on the payroll received a higher salary. In short, hospitals had to have more employees who were being paid more money.

Last year, according to the American Hospital Association, 22,089,719 persons were hospitalized. Hospitals are being utilized more because they have more and better health services to provide, and because doctors and the public together are vitally interested in a health standard that properly includes the use of these services.

Since the turn of the century, 24 years have been added to the number of years the average person may expect to live. This increase in life expectancy means that our population over 65 has greatly increased and will continue to increase. Persons in the 55-64 age group use on the average three times as many days of hospital care than the 35-44 age groups.

Medical and scientific discoveries in recent years have had a great impact on hospital costs. Modern hospitals realize that new discoveries and improved techniques must be immediately available if the American standard of hospital care is to remain at its present high level.

In the past few months, there has been a growing number of articles published in newspapers, magazines and other publications on the high cost of hospital care. This publicity has resulted in a growing public awareness of the situation.

"What are hospitals doing to curb rising costs?" They are striving to perfect their techniques of administration. They are initiating improved purchasing practices and better use and planning of facilities. They are making more efficient and intelligent use of manpower. Labor-saving machines are being used in the hospital's business office and record sections. In striving for better administration, hospitals are more and more cognizant of the fact that the men and women who run hospitals today must be trained as administrators and managers. College graduates with advanced degrees in hospital administration are increasingly in demand.

Since the CTA-Blue Cross Plan pays for actual hospital services, higher costs of hospitalization must ultimately be reflected in Blue Cross



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rates. However, benefits increase along with rate adjustments because CTA-Blue Cross pays for the actual hospital services covered. For example, if a hospital increases its three-bed ward rate from \$22 to \$24 a day, CTA-Blue Cross pays the increase when a subscriber is hospitalized. Each teacher's CTA-Blue Cross contract has an automatic escalator clause in it which takes care of increased hospital bills. If the hospital services covered were limited to a certain number of dollars, benefits would not be increased. But because

CTA-Blue Cross pays for the actual hospital services covered, benefits have been increased over the past. CTA-Blue Cross has had to increase rates primarily because of increased hospital charges.

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1. To admit you to a hospital as a bed patient for a "check-up" or for treatment that could be provided just as well outside of a hospital.

Blue Cross' purpose is to provide you with benefits to help you get well when you really need hospital care. Blue Cross can't pay for unnecessary hospital bed care for strictly diagnostic studies which could be performed at less cost outside of a hospital . . . that is, it can't without raising your rates.

2. To let you remain in the hospital after your doctor has cleared you to leave. Excessive bed occupancy is costly and wastes benefit days that may be needed for another illness.

STATE COUNCIL . . .

(Continued from page 8)

Other legislative recommendations made by the committee and approved by Council included:

Support the principle that active and retired members of the State Teachers' Retirement System who have service as non-certificated employees shall have credit for that service under the State Employees' Retirement System if that district is covered under a contract with SERS and provided that service is not credited under a local system.

Support legislation providing for continuation of coverage under irrevocable and automatic options where a person who is a member of STRS on account of service other than employment by the state, enters the service of the state and becomes a member of SERS, through his choice or the law's requirement.

Support legislation to provide that service upon the basis of which members are entitled to federal OASDI benefits shall be credited for calculation or contributions and benefits under STRS generally in the same manner as service upon the basis of which members are entitled to benefits under a local retirement system, as defined in that law, is credited.

Support changes in disability retirement eligibility providing for adjustment of the public-provided portion of disability retirement allowances so that such portion, plus the salary earned in employment while under disability retirement, shall not exceed the then current salary of the position of classification from which the retirement was made.

Introduction of the following amendments to the STRS law will be optional, depending upon the circumstances of legislative priorities: (a) refiguring of service retirement as disability retirement upon presentation of satisfactory evidence in cases where service retirement was mandatory, (b) removing 40-year limitation on service credited in calculating minimum retirement allowance, (c) increasing death benefit after retirement from \$400 to \$500, (d) providing for deduction of health and accident insurance premiums from retirement allowances.

TENURE

Tenure committee, H. E. Kjorlie, chairman, proposed and the Council approved a motion that: "CTA pursue a course of action to bring about legislation to the effect that a teacher on leave of absence who is currently classified as a permanent employee of a California school district and who is employed by another district with a common administration with the district

granting the leave coming under the mandatory provisions of the tenure law, may be classified permanent if awarded a contract for a second year in the new district.

PROFESSIONAL RIGHTS AND RESPONSIBILITIES

This committee, Richard V. Matteson, chairman, had no actions to recommend to the Council, but it reported current studies of x-rays required for tuberculin tests, development of a personnel guide for local districts, and study of legal help which may be extended to members of the state association.

FINANCING PUBLIC EDUCATION

Paul Ehret, chairman of the Financing Public Education committee, recommended and the Council approved, a foundation program which CTA will support in the 1959 legislative session. A brief summary appears in the box on page 42.

A controversial principle, after Council debate and vote, was adopted to provide that "a foundation program differential of \$10 per unit of average daily attendance be established between the districts that do and do not receive direct services from the county superintendent of schools."

Another policy position was taken providing: "that growth apportionments be computed using the assessed valuation of the current year, allowing in state support an amount sufficient to meet the foundation program level but not less than basic aid."

The method of computing equalization aid for districts maintaining junior colleges was changed in a series of points providing that ADA of non-resident junior college students be excluded from computations and that the ADA of pupils attending under an interdistrict contract for which a tuition payment is made be credited to the junior college district of residence.

As indicated above, CTA will urge a basic aid figure of \$135 and will request that miscellaneous and federal funds not be considered in determining basic aid. The Association will ask that the amount of basic aid allowed free from any qualification be set at \$125 and the additional \$10 allowed be subject to the levy of the qualifying tax for that level during the previous year, beginning in 1960-61.

Formulas of isolation for small elementary and high schools were approved, covering financial qualification. The lengthy policy statement on isolated schools defined conditions of payment in cases of shrinking enrollments.

Length of the minimum school year should remain at 175 days, as stated in another motion

passed by Council. In addition, it recommended that "there be a common divisor for computing ADA for elementary and high schools for the regular school year, such divisor to be 175 days, except that when the days actually maintained by a district exceed 180, the divisor for computing ADA shall be the actual days maintained less five days."

To provide for support of driver training, the Council urged an increase in maximum reimbursement from \$35 to \$45 per pupil trained. It asked that the state bear the replacement expense of vehicles in excess of the \$45 maximum allowance to the extent of 75 per cent.

For support of special education, CTA will urge that \$8.56 per ADA (up from the present \$5.15) be provided from the state school fund for reimbursement of excess expenses. Maximum allowances per pupil were set at: physically handicapped, \$910; mentally retarded, \$375; severely mentally retarded, \$670, and special transportation, \$475.

The Council proposed that the \$17.78 per ADA which is currently provided for direct services by the county superintendent of schools to districts under 900 ADA be increased to \$21.50. The statewide cost per ADA will drop from \$1.66 at present to \$1.60 because of decreasing enrollments in small districts. The present \$3 in the county school service fund for "other purposes" should then be \$3.16.

Small high schools with ADA of less than 301 will have a foundation program based on the number of teachers required. As indicated in the table, the formula would provide \$34,800 in state aid to a 20-pupil school having three teachers, or \$96,000 to a 300-pupil school having 15 teachers.

An issue approved by the Finance committee and disapproved by the Legislative committee was submitted to the Council as new business and was endorsed as CTA policy. It provides for CTA support of the junior college construction bill, which provides a total of \$30 million of matching flat grants at the rate of \$6,000,000 per year for five years, to come from the state's general fund. For each \$3 raised from local sources the state is to provide \$1.

TEACHER EDUCATION

When he made his report for the Teacher Education committee on the current credential revision proposal, Chairman Russel Hadwiger reported that John Hiler would serve this year as chairman of the subcommittee on certification and accreditation and Calvin Roll will be chairman of the teacher education subcommittee. The committee voiced its opposition to an increase in credential fees.

The licensure proposal, printed in full in this issue, will be studied by local chartered associations and committee members will offer help in discussion and interpretation.

LEGISLATION

In addition to numerous policy issues mentioned above, the Legislative committee, at its meeting late Friday night, heard proposals brought by Sections and affiliated organizations. Council action on proposals included:

Support California School Employees Association proposal to require fingerprinting of classified school employees.

Support continuation of non-substantive revision of the Education Code.

Support establishment of the position of library consultant in the state department of education.

Support change making it responsibility of district superintendent rather than county superintendent to see that each employee of the district requiring certification qualifications has a valid certificated document and that he prepare an affidavit that all employees are properly certificated for the work performed.

Support measure to provide that district funds may be used for bulletins, circulars, and information publications in elections other than trustee elections.

Support amendment to provide that loyalty oaths be filed in district offices rather than county offices.

Support bill to provide that date of expiration of appointments of school trustees shall be effective June 30.

Approve measure to be introduced by County Superintendents Association providing that in districts where a probationary appointment is not immediately possible or available, an appointment may be made on a temporary basis of not to exceed 20 days.

Support a measure providing for the lapsing of small elementary districts under certain conditions when ADA falls below 25 and providing for the mandatory lapsing of a district when ADA falls below 10.

Support proposal that a complete foundation program be provided for a small high school when it becomes part of a newly formed unified district during the first year of the new district.

Support measure to provide \$200,000 for a study of school district organization.

Approve principle that executive secretary may make strategic decisions regarding legislation when specific policy is not available.

CRITICS CRITICIZED

Mrs. Mary Stewart Rhodes of San Luis Obispo,

CTA president, in her report to the Council at the Friday morning session, forcefully flayed the critics of public education. She identified the specialist dissenters, the people who live in the past, and the brilliant opinion makers who sell their ideas—and all three groups create distrust of the modern educator.

She pointed out how the people had supported every major educational proposal championed by the Association and had cooperated in numerous activities to study and improve the schools. She suggested that the public must discriminate in listening to the demagogues and the informed partners.

"Our first obligation is to become expert in education," she said. "We are meeting this obligation through constant search for means of self-improvement and programs of research."

She added, "We have a second obligation to speak clearly and unitedly when we offer the profession's recommendations to the public. And finally, we must develop greater skills in performing our professional work."

SECRETARY'S REPORT

Predicting an Association membership of 200,000 by 1970-72, Executive Secretary Arthur F. Corey pointed out that CTA's rapid growth would require greater attention to communication. He suggested that the Consulting Group program, set up for first meetings in January and February, would help members to understand better their individual relationship to professional policies and goals.

Describing the prolonged and spasmodic campaign for restoration of the historic Columbia grammar school as a failure to date, he urged that local associations accept the invitation to donate 50 cents per member in order to complete the project. Although some chartered units have responded recently, approximately \$30,000 is still needed.

Favorable progress on construction of the new CTA headquarters building in Burlingame indicates a completion date of July 1, he said.

Dr. Corey then spoke of his recent efforts to "return the fire of the snipers" and enumerated some of the targets which the basic educationists had found vulnerable to attack.

He concluded his dynamic summary of current conditions by declaring that "the safest course is often the boldest" and he urged continued work on a broader program to finance the schools and increased emphasis on teacher education and selection.

GREETINGS

Guests of the Council who brought greetings in brief speeches included Dr. Roy Simpson, superintendent of public instruction; Mrs. Helen Putnam, president of the California School Boards Association; and Mrs. Martha Snowden, president of the California Congress of Parents and Teachers. Elmer Alexander, president of the California Student Teachers Association, delivered an excellent address on the current program and goals of the embryo teachers, whose representatives met in formal council concurrently in the Chapman Park Hotel across the street.

TO MASTER ONESELF

(Continued from page 20)

dents, and of them in themselves. This will eliminate much of the time-wasting struggle of wills between a defiant class and a determined teacher.

This kind of understanding is fast becoming commonplace among teachers. The influence of psychology and of analytic theory has become so widespread that many of us have learned, sometimes without knowing where, understandings about people that would have sounded strange at the turn of the century.

"Who would master others must first learn to master himself." Who would master others on a level higher than that of mere resort to authority and repression must first learn to master himself on a level higher than that of sheer inhibition and repression.

PROPOSED FOUNDATION PROGRAMS, BASIC AID, AND COMPUTATIONAL TAX RATES TO BE SUPPORTED BY CTA AT 1959 LEGISLATURE

Districts	Regular Program	Tax*	Alternate Program	Tax	Basic Aid
Elementary (101-900 ADA)					
Present	\$218	60c	\$293	\$1.35	\$125
Proposed	230	60c	305	1.35	135
Elementary (901-plus ADA)					
Present	220	60c	295	1.35	125
Proposed	240	60c	315	1.35	135
High School (267-300 ADA)					
Present	308	45c	388	85c	125
Proposed	\$19,500 plus \$5,100 per teacher				
High School (301-plus ADA)					
Present	310	50c	390	85c	125
Proposed	330	50c	410	85c	135
Junior College					
Present	410	33c	125
Proposed	480	24c	135

*Qualifying tax rate for equalization aid and for basic aid in excess of the first \$125.

MEMBERSHIP YEAR

(Continued from page 34)

now granting dues deduction, the new employee can get his name on the deduction list at the start of the year; this is a convenience to the district in that it does not have suddenly to change its payroll records in mid-year.

Legally, the corporation by-laws state that "Dues shall be delinquent if not paid by January 1st of each year." To be sure that every contingency is foreseen, dues collection must start two or three months in advance of this January 1st deadline. If dues collection were to begin with January 1 or shortly before (don't forget that teachers are generally out of reach the last days of December), there could arise some embarrassing complications about representation in the April State Council meeting, for memberships would barely have been processed.

There may somehow have arisen an idea that to pay one's dues a month or two in advance of January 1st constitutes a kind of "loan" or "advance" to CTA and that the Association thereby has the free use of the money. It needs to be remembered that for almost all of the period until January 1st, most of this dues money is "in transit." It is being accounted for and transferred from collector to the Section, to CTA and NEA. Nobody has any use of it. In this respect CTA dues collection is not different from money taken in advance for magazines, for various fund drives, for premiums collected for insurance, for rent in advance and so on. All these arrangements have in mind a period of time involved in the final accounting and recording of the transaction, as well as some element of surety. The member is in no way the loser because of the procedure.

These are the reasons CTA uses the calendar-year membership. They seem cogent to the facts of its organizational life. They cause no inconvenience to the member. Further, keep in mind that as dues deduction becomes a state-wide fact, the issue will have disappeared. Membership will be automatically continuous unless the member chooses otherwise.

KENNETH R. BROWN

CTA Professional Services Executive

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for the asking

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75. **Catalogs and descriptive material** available for Special Education and Reading Teacher; also latest information concerning future plans in elementary and secondary education sent on request. Examination copies provided. (Syracuse University Press)

78. **Catalog of supplies for handicraft** work in mosaics, copper tooling, copper, enameling, reed and wrought iron and on through 30 different crafts to woodenware and wood carvings. (American Handicrafts Co.)

5. **Facts about writing short paragraphs** for profit. (Benson Barrett)

9. **Folder** on variety of tours of Europe planned for students and teachers. Tours cover from 12-19 countries, are priced from \$1025 to \$1295. (Dittmann Travel)

21. **Samples** with brochure and pieces of cardboard cut out letters for use on bulletin boards, exhibits, and posters. (The Redikut Letter Co.)

36. **Origins of New England** folder on tour, summer 1959. University credit. Also folder on Collegiate Tours to Europe. Indicate which you prefer. (Arnold Tours)

38. **European Travel Courses**, Summer 1959—Folder describing a variety of programs offering graduate, undergraduate and/or in-service credit, also tours in Latin America and Around the World. (Study Abroad, Inc.)

46. **Catalog** of flannel boards and felt cut-outs. For all grade levels—first grade through high school. (Jacronda Mfg. Co.)

49. **Brochure** on a different kind of tour through Europe and a corner of Africa. Describes itinerary and gives costs for twenty countries in seventy days, summer 1959. Also shorter tours (4-9 weeks). (Europe Summer Tours)

63. **Brochure** gives the itineraries of four 12-country tours to Europe for the summer of 1959. It has 20 pages and is well illustrated. (Caravan Tours, Inc.)

65. **Literature** on flexible itineraries of summer tours in Europe, Near and Middle East with time for study, or visiting in country of choice. (Dr. Maximilian Berg)

80. **Mahler's** booklet describes the method and lists the machines that are available for this purpose of permanently removing unwanted hair at home.

82. **Samples** of cut-out letters for use on bulletin boards, signs, posters and other uses. (Mutual Aids)

83. **Around The World Summer Air Cruise brochure**—Particulars of tour offering 6 units of college credit by San Francisco State College. Conducted by Dr. Donald Castleberry. (STOP Tours)

33. **Brochure** on assistance available to persons who have written or who are considering writing a manuscript and wish to know about publication. (Greenwich Book Pub.)

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editorial postscript

Journal

Fifty years ago this month California Teachers Association published its own professional magazine for the first time. Although this edition is identified as Volume 55, Number 1, the first four volumes were published privately by Boynton and Esterly, a teacher's agency. The firm had no connection with CTA but regularly published the proceedings of the Northern California Teachers Association.

Leroy E. Armstrong, CTA executive secretary from 1909 to 1912, was first editor of *Sierra Educational News and Book Review*. Through the first year, when total membership was less than 7,000, Armstrong retained his full-time position as elementary principal.

When the name was changed to *CTA Journal* in January 1950 the pressrun was 57,500 and four years later, when I wrote a brief article titled "Fifty Candles on Our Cake", our order was for 70,500 copies. This issue will require 128,000 copies.

Armstrong wrote in January 1909: "Let us work together to make a journal that shall stand for something; a journal with a policy; a journal that shall tend to unify and thus render more effective the efforts of all the educational forces of the state."

Edmund C. Boynton, editor and co-owner of the original magazine and now a retired resident of Claremont, wore a vandyke beard, as did his father and partner, C. C. Boynton, and his associate, Calvin Esterly. *Sierra Educational News'* long-time (1923-52) editor, Vaughn MacCaughey, also wore a pointed chin adornment. Pictorial records do not indicate beards for Armstrong or his successor, Arthur Chamberlain. The current editor does not measure up to the hirsute standards of his illustrious predecessors. And his wife cautions that he'd better not be getting ideas.

In this year 1959 our editorial and business offices will be changed to 1705 Murchison Avenue, Burlingame. We sincerely hope that when we occupy our new headquarters building this summer our address will remain unchanged for many, many years. Through the last 50 years the Association magazine carried no fewer than nine different addresses on its masthead. The first address was 50 Main Street, San Francisco, the location of the printer. In 1915 the designation was Monadnock Building, changing to the Flood Building by 1920 and the Phelan Building by 1925. By 1930 CTA had moved to 461 Market Street, but five years later it could be found at 155 Sansome. In 1945 CTA mail went to 660 Market, switching to 391 Sutter by 1950. But the following year the furniture went up the street to 693. We are now in our eighth year at the six-floor building on the corner of Sutter and Taylor.

As we turn the page into a new half-century of Association publication, we cannot avoid curiosity regarding the future contents of these clean white pages. What significant gains will teachers make in a consciousness of true professional status? What changes can we

SIERRA EDUCATIONAL NEWS AND BOOK REVIEW

Vol. V.

JANUARY, 1909

PUBLISHED BY THE CALIFORNIA TEACHERS' ASSOCIATION
50 Main Street, San Francisco, California

L. E. ARMSTRONG

Editor and Manager
Entered at the San Francisco Postoffice, January 23, 1906, as second-class matter under Act of Congress, March 3, 1879.

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Editorial Comment

In a New Role

The California Teachers' Association greets you! The plan of having an educational journal of our own is now an accomplished fact; the ideal has passed into the real. Pursuant to the recommendation of the Committee on Affiliation that "a high-class educational monthly journal" be established by the association, the Board of Directors, on January 9, 1909, purchased this paper. Thus it becomes the official organ of the State Teachers' Association, and will be sent monthly to every member of the Association, as provided in the articles of incorporation.

expect in teacher preparation and licensure? What effect will teachers have on legislation, on public opinion, on a nationwide reevaluation of curriculum?

It is significant that every question one can ask about the future of education will require an answer by groups, not by individuals. This trend implies, not the dominance of groupthink and togetherness, but the absolute necessity of union for effectiveness. Leadership we shall always need and spokesmen will use words to express the will of the mass. The dissident minority will always be heard, but even a minority will stand together in order to speak with greater strength.

As association of teachers becomes more important to achieve common aims, the responsibilities of the organization will grow. The greater the number of individuals involved, the greater the need for accurate and timely communication. We must know what the solitary teacher thinks before we can take position as an Association.

Coincident with the beginning of our second half-century of publication, CTA Consulting Groups on Professional Objectives will hold their first meetings. More than 200 small groups of teachers will meet to talk about teacher education. Later, as groups continue their informal periodic meetings, they will move to other subjects. These will not be purely social gatherings; their primary purpose will be to measure and assess individual minds which are not subject to pressure or intimidation. Opinions thus summarized will be invaluable to leaders and staff of California Teachers Association in designing a program which will serve the highest and best professional purposes.

And what has this to do with *CTA Journal*? One hoped-for result will be that the official publication of the Association will more and more reflect the views of the total profession, not its leaders alone. We trust the *Journal* will continue to indicate in its printed pages *this is where we are today*. Where we will be tomorrow will depend on the voices we hear over in *your* corner.

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For The Professional Teacher . . .

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a. CAREERS IN EDUCATION. 71 pp., 1954, 35c. Sparkling handbook published by CTA Teacher Education Commission, describing opportunities, requirements, and preparation involved in a teaching career. For high school and college students. (A revised edition is being prepared, which will be priced at 50c)

b. VALUES TO LIVE BY. 39 pp., 1955, 25c. Basic guide set up by M&SV Committee to help teachers create a school climate for emphasis on moral and spiritual values.

c. THE LAW ON TEACHING RELIGION AND MORALS IN SCHOOLS. 10 pp., 1957, 35c. Second bulletin from M&SV Committee.

d. SHARE YOUR SUCCESS IN TEACHING MORAL AND SPIRITUAL VALUES. 28 pp., 1957, 25c. Third M&SV bulletin, containing ways and means of telling about your program in moral and spiritual education.

e. MORAL COMPETENCE—SUCCESSFUL PRACTICES IN PUBLIC EDUCATION. 53 pp., 1958, 25c. Bulletin No. 4. A compilation of actual programs in use in public schools.

f. Above four M&SV Bulletins are available as a kit, together with Committee's first Bulletin, *Faiths of Man-kind*, which is a bibliography listed by subject matter, and which is currently out of stock except in the Kits. \$1.

g. THE BEGINNING TEACHER'S GUIDE. 40 pp., 1957, 35c. Order this through your Section Secretary. Handbook describing California certification requirements and professional organization, as well as the rights and responsibilities of the teacher. Prepared by the Classroom Teachers Department.

h. CO-OPER-ACTION. 62 pp., 1955, 25c. A guide for professional relations committees.

i. SAMPLE PERSONNEL POLICIES. 64 pp., 1954, 25c. Discusses sample forms and personnel policies developed and adopted by California school districts.

j. ADMINISTRATOR ETHICS IN PERSONNEL MATTERS. 8 pp., 1956, free. A statement developed and endorsed by CTA, CASA, and CESAA to help school administrators avoid unethical personnel practices.

k. ABOUT YOUR PROFESSIONAL ORGANIZATION. 23 pp., 1955, 25c. Describes history, purposes, activities of CSTA, together with relation to CTA.

l. PUBLIC SCHOOL FINANCE IN CALIFORNIA. 36 pp., 1957, free. Dr. Kenneth Brown's explanation of 1957 apportionment legislation introduced by CTA. Detailed description of school finance, now obsolete but excellent for background study.

m. PAY WINDOWS FOR THE PROFESSION. 56 pp., 1956, 40c. In limited supply. Handbook for local association salary committees, with guide to procedures in salary discussions and presentations.

n. PROFESSIONAL SALARIES FOR TEACHERS. 32 pp., 1958, 50c. A summary of research on national economy directed to improvement of salaries for the teaching profession. (CTA Research Bulletin No. 112)

o. TENURE, A Handbook. 88 pp., mimeographed, 1953, 50c. General provisions of California law, historical development and court cases.

p. FREEWAYS TO FRIENDSHIPS, 53 pp., Revised 1955, 25c. Guidance in good school public relations for local committees.

Note: Current publication lists containing over 80 items are available on request.



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